

CAM Curriculum Overview

Jump to [English](#) | [Maths \(Foundation\)](#) | [Maths \(Higher\)](#) | [Science](#) | [Geography](#) | [History](#) | [Spanish](#) | [Ethics & Philosophy](#) | [Art](#) | [Photography](#) | [Music \(GCSE\)](#) | [Music BTEC](#) | [ICT \(CiDA\)](#) | [Computer Science](#) | [Technology \(Food & Nutrition\)](#) | [Technology \(Product Design\)](#) | [PE](#) | [Drama](#) | [Child Development](#) | [Health & Social Care](#) | [Sociology](#) | [Citizenship](#)

Year Group 11		Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
English	<i>Knowledge</i>	<p>Writing to argue and persuade in preparation for Paper 2 of the English Language exam.</p> <p>Power & Conflict Poetry. An anthology produced by the exam-board, including poems by: Wilfred Owen, Robert Browning and Carol Ann Duffy.</p>	<p>Power & Conflict poetry anthology.</p> <p>Paper 1 Language: studying a range of extracts from 20th and 21st century novels.</p> <p>How to write to describe and to narrate a story.</p> <p>Blood Brothers by Willy Russell (Revision from Year 10)</p>	<p>Paper 2 Language: studying a range of non-fiction texts from 19th and 20th / 21st century</p> <p>Transactional writing (argue / persuade / explain / inform / advise)</p> <p>Macbeth (Revision from Year 10)</p> <p>Unseen poetry</p>	<p>Paper 1 Language: studying a range of extracts from 20th and 21st century novels.</p> <p>Writing to describe and to narrate a story.</p> <p>Frankenstein (Revision from Year 10)</p> <p>Anthology poetry</p>	<p>Revision of literature content:</p> <p>Macbeth Frankenstein Blood Brothers Anthology poetry</p> <p>Revision of Paper 1 and Paper 2 (Language)</p> <p>1) 20 / 21st century extracts from novels 2) 19th and 20th / 21st century non-fiction text 3) Writing for different purposes.</p>	<ul style="list-style-type: none"> Students will sit their final GCSE exam at the beginning of June 2015.
	<i>Understanding</i>	<ul style="list-style-type: none"> How poets use language and structure in their work. The context of the different poems, including social, historical, biography of the poet etc. How different poems can reflect the same idea or theme. How poets can interpret the same idea or theme in different ways. 	<ul style="list-style-type: none"> The format and questions of Paper 1 Language. Comparing two known poems for a theme or idea. The plot, characters, themes and context of Blood Brothers. 	<ul style="list-style-type: none"> The format and questions of Paper 2 Language. The plot, characters, themes and context of Macbeth Poetic devices for writing about poetry (language and structure) 	<ul style="list-style-type: none"> The format and questions of Paper 1 Language. The plot, characters, themes and context of Frankenstein Poetic devices for writing about and comparing poetry (language and structure) 	<ul style="list-style-type: none"> The format and questions of Paper 1 & 2 Language. The plot, characters, themes and context of Frankenstein, Macbeth and Blood Brothers Poetic devices for writing about and comparing poetry (language and structure) 	
	<i>Skills</i>	<p>Using a variety of language devices and a wide range of vocabulary to create engaging texts.</p> <p>Crafting pieces of writing which use accurate punctuation, sentence structures and paragraphs.</p> <p>Analysing poems from the anthology for use of language and structure.</p> <p>Being able to analyse an unseen poem for use of language and structure.</p> <p>Comparing two poems, looking at how they address a key theme or idea.</p>	<p>Analysing an unseen text (prose and poetry)</p> <p>Using a variety of language devices and a wide range of vocabulary to create engaging texts.</p> <p>Crafting pieces of writing which use accurate punctuation, sentence structures and paragraphs.</p> <p>Analysing and comparing poems from the anthology for use of language and structure.</p> <p>Analysing the language and structure of Blood Brothers using correct format.</p>	<p>Analysing an unseen text (prose and poetry)</p> <p>Using a variety of language devices and a wide range of vocabulary to create engaging texts.</p> <p>Crafting pieces of writing which use accurate punctuation, sentence structures and paragraphs.</p> <p>Analysing and comparing poems from the anthology for use of language and structure.</p> <p>Analysing the language and structure of Macbeth using correct format.</p>	<p>Analysing an unseen text (prose and poetry)</p> <p>Using a variety of language devices and a wide range of vocabulary to create engaging texts.</p> <p>Crafting pieces of writing which use accurate punctuation, sentence structures and paragraphs.</p> <p>Analysing and comparing poems from the anthology for use of language and structure.</p> <p>Analysing the language and structure of Frankenstein using correct format.</p>	<p>Analysing an unseen text (prose and poetry)</p> <p>Using a variety of language devices and a wide range of vocabulary to create engaging texts.</p> <p>Crafting pieces of writing which use accurate punctuation, sentence structures and paragraphs.</p> <p>Analysing and comparing poems from the anthology for use of language and structure.</p> <p>Analysing the language and structure of the literature texts (Macbeth / Frankenstein / Blood</p>	

CAM Curriculum Overview

Year Group 11		Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
						Brothers) using correct format.	
	<i>Assessment</i>	<ul style="list-style-type: none"> Spoken Language presentation. Poetry anthology question – comparing two poems. 	Paper 1 Lang & Paper 2 Lit Mock exams	<ul style="list-style-type: none"> Macbeth Question Paper 2 writing section 	<ul style="list-style-type: none"> Full round of mock exams – Lang and Lit 	<ul style="list-style-type: none"> Walking Talking mocks Writing sections <u>FINAL EXAM for Literature</u> 	<u>FINAL EXAM</u>
Maths (Foundation)	<i>Knowledge</i>	<ul style="list-style-type: none"> Using a calculator Numbers Fractions Percentages Ration and proportion Algebra Graphs Linear equations and inequalities 	<ul style="list-style-type: none"> Graphs Formulae 2-D shapes Angles Perimeter and area 	<ul style="list-style-type: none"> Circles 3-D shapes Transformations Pythagoras theorem Constructions and Loci 	<ul style="list-style-type: none"> Measure Collecting/Recording/Processing/Representing/Interpreting data Averages and ranges Line diagrams and scatter graphs 	<ul style="list-style-type: none"> Probability Review of Numbers, Fractions, decimals and percentages Review of Algebra and sequences Review of 2-D shapes, Angles and Perimeter/Area 	<ul style="list-style-type: none"> Addressing gaps Preparation for the GCSE exam.
	<i>Understanding</i>	<ul style="list-style-type: none"> Recognise that recurring decimals are exact fraction. Understand number operations and use a BIDMAS rule Find factors/multiples/HCF/LCM Order decimals Equivalent fractions, percentages and decimals. Add/subtract/multiply/divide fractions. Write one number as a fraction of another. Find fractions/percentages of amounts. Increase/decrease by percentages. Identify equivalent ratios. Divide a quantity in a given ratio. Simplify expressions. Expand single brackets. Factorise expressions. Substitute numbers into expressions. Index laws. Generate sequences. Find the nth term of a sequence. Plot and draw graphs of straight lines. 	<ul style="list-style-type: none"> Use a method of trial and improvement. Substitute numbers into expressions/ formulae. Compare/order decimals. Plot graphs of quadratic functions. Change the subject of a formula. Recall properties of quadrilaterals. Distinguish between congruency and similarity. Construct triangles. Use properties of angles at the point, on a straight line and in the triangle. Distinguish between scalene, isosceles, equilateral and right-angled triangles. Calculate and use the sum of the interior and exterior angles of polygons. Understand and use bearings. Tessellate shapes. Find perimeter/area of rectangles and triangles Find perimeter/area of compound shapes. Use formulae to calculate the perimeter/area 	<ul style="list-style-type: none"> Find circumferences and areas of circles. Understand Loci. Know the difference between a line and a region. Construct triangles using SSS,ASA,SAS, RHS rules Construct bisectors. Calculate the surface area/volume of 3-D shapes. Effect of enlargement to the surface area/volume. Understand and draw plan and elevations. Translate, Rotate, Reflect and Enlarge shapes. Use Pythagoras theorem to find the hypotenuse and a side. 	<ul style="list-style-type: none"> Plan journeys Convert between units of length, weight and capacity. Understand the relationship between distance, speed and time. Design data collection sheets/two-way tables Identify biased and vague questions. Describe discrete/continuous data Identify primary/secondary data Draw pictograms/bar charts/pie/charts/frequency polygons/histograms/line graphs Calculate median, mean, range, mode and modal class. Complete stem-and-leaf diagrams. Draw and interpret scatter graphs Recognise correlation and draw/use lines of best fit 	<ul style="list-style-type: none"> Recognise place value Round numbers to the nearest 10,100,1000 Identify factors and multiples Find the prime factor decomposition Find the Lowest Common Multiple and Highest Common Factor of two numbers. Order decimals Round decimals to a given number of decimal places or to one significant figure Estimate/calculate probability List possible outcomes Write probability in words, fractions, decimals and percentages Find relative frequencies Identify mutually exclusive outcomes. Simplify expressions. Expand single brackets. Factorise expressions. Substitute numbers into expressions. Index laws. Generate sequences. Find the nth term of a sequence. 	

CAM Curriculum Overview

Year Group 11		Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
		<ul style="list-style-type: none"> Solve linear inequalities. Set up and solve linear equations Use balancing. 	<ul style="list-style-type: none"> Find the area of a trapezium. 				
	<i>Skills</i>	<ul style="list-style-type: none"> Use a calculator effectively and efficiently Interpret the answer on a calculator display Know timetables Order numbers Visualise fraction diagrammatically. Change between improper fractions and mixed numbers Use a ratio notation. Use letter symbols. Use index notation. Recognise simple pattern. Recognise perpendicular/ parallel lines. Identify points using coordinates Write numbers in words /from words 	<ul style="list-style-type: none"> Recognise inverse operations Use a calculator effectively Interpret the answer on a calculator display Use letter to represent unknown numbers. Dealing with decimals on a calculator. Discuss and interpret real-life graphs. Recognise and convert between metric /imperial units of measurements of length, weight and capacity. Recognise reflective and rotational symmetry. Use a ruler, compasses and protractor. Recognise acute, obtuse, reflex and right angles. Recognise trapeziums. Apply the knowledge of the perimeter/area to solve problems. 	<ul style="list-style-type: none"> Use compasses and protractors Use a calculator Break compound shapes into basic shapes. Recognise perpendicular and parallel lines. Recognise 3-D shapes. Recognise a prism. Visualise enlargement. Using multilink cubes. Identify faces, edges and vertices. Describe transformations. Recognise right-angled triangles. Able to square the number or square root it 	<ul style="list-style-type: none"> Use a calculator Estimate measurements of length, weight, capacity and speed. Interpret scales Read time Change between 12 and 24 hour clock Read timetables Proceed an experiment Measure and draw angles Interpret graphs/diagrams Compare distributions Find a mid-value. Plot coordinates 	<ul style="list-style-type: none"> Order integers Add/subtract/multiply/ divide numbers Write numbers in words/ from words Recognise even/odd numbers Find squares and cubes/ square roots and cube roots Use a decimal notation Check answers by rounding Use vocabulary of probability and probability scale Compare theoretical and experimental probability Use letter symbols. Use index notation. Recognise simple pattern. 	
	<i>Assessment</i>	1hour lesson following by 4 lessons of revision	1hour lesson following by 4 lessons of revision	1hour lesson following by 4 lessons of revision	1hour lesson following by 4 lessons of revision	1hour lesson following by 4 lessons of revision	6 th June 2015 1h 45 min GCSE Calculator paper 4 th June 2015 1h 45 min GCSE Non-calculator paper
Maths (Higher)	<i>Knowledge</i>	<ul style="list-style-type: none"> Fractions, Decimals, Percentages Ration and proportion Index notation and surds Algebra Formulae and linear equations Linear graphs 	<ul style="list-style-type: none"> Simultaneous, quadratic equations and graphs. Linear graphs Further graphs and functions Transformation of functions Shapes and angles Constructions and Loci Perimeter and area Trial and improvement Collecting data 	<ul style="list-style-type: none"> Pythagoras theorem Surface area and volume Transformations Similarity and congruence Circle theorems SIN and COSIN rules 	<ul style="list-style-type: none"> Vectors Measures and compound measures Displaying data Averages and ranges Probability 	<ul style="list-style-type: none"> Review of Numbers, Fractions, decimals, percentages, ratio and proportion. Review of Algebra, Formulae, Linear equations and graphs. Review of Index notation and surds 	<ul style="list-style-type: none"> Review of Simultaneous equations, quadratic equations, nonlinear graphs and graphs' transformations. Preparation to GCSE exam
	<i>Understanding</i>	<ul style="list-style-type: none"> Identify factors/multiple/HCF/LCM 	<ul style="list-style-type: none"> Plot and draw graphs of straight lines. 	<ul style="list-style-type: none"> Use Pythagoras theorem to find the hypotenuse and a side. 	<ul style="list-style-type: none"> Recognise parallel vectors Add/subtract vectors 	<ul style="list-style-type: none"> Identify factors/multiple/HCF/LCM 	

CAM Curriculum Overview

Year Group 11	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
	<ul style="list-style-type: none"> • Find the prime factor decomposition. • Compare fractions • Equivalent fractions, percentages and decimals. • Add/subtract/multiply/divide fractions. • Write one number as a fraction of another. • Find fractions/percentages of amounts. • Increase/decrease by percentages. • Find reverse percentages using a multiplier • Divide a quantity in a given ratio. • Understand direct and reverse proportion. • Use index laws. • Write numbers in standard form. • Calculate with standard form. • Use of integers and fractional powers • Rationalise the denominator • Simplify surds. • Simplify expressions by collecting like terms/using index laws. • Factorise expressions. • Substitute numbers into expressions. • Factorise expressions • Expand double brackets • Generate sequences. • Find the nth term of a sequence. • Substitute numbers into formulae • Solve linear equations/inequalities • Use a method of trial and improvement. • Change a subject of a formula 	<ul style="list-style-type: none"> • Find the gradient/intercept of the line • Explore gradients of parallel and perpendicular lines • Find an exact solution of two simultaneous equations • Plot graphs of quadratic/cubic/reciprocal/exponential/circular/trigonometric functions • Apply reflection/translation/enlargement to graphs including linear/quadratic/trigonometry • Solve equations involving algebraic fractions • Construct the graph of simple Loci • Solve quadratic equations by factorisation/ completing a square/ using a formula • Recall properties of quadrilaterals. • Distinguish between congruency and similarity. • Construct triangles. • Construct angles of $60^\circ, 30^\circ, 90^\circ, 45^\circ$ • Use properties of angles at the point, on a straight line and in the triangle. • Distinguish between scalene, isosceles, equilateral and right-angled triangles. • Calculate and use the sum of the interior and exterior angles of polygons. • Understand and use bearings. • Tessellate shapes. • Find areas/perimeters of 2-D shapes including circles • Understand statistical solving-problem 	<ul style="list-style-type: none"> • Use Pythagoras in 3-D shapes • Find an angle between a line and a plane • Calculate the surface area/volume of 3-D shapes. • Effect of enlargement to the surface area/volume. • Construct nets. • Understand and draw plan and elevations. • Translate, Rotate, Reflect and Enlarge shapes. • Describe the transformation. • Understand the effect of enlargement for perimeters/areas/volumes • Recognise mathematically similar shapes • Tangent of the circle is perpendicular to the radius at any points they meet. • Tangents from an external point are equal. • Find missing angles using circle theorems. • Prove circle theorems. • Calculate unknown sides/angles in non-right angle triangles. • Calculate the area of triangles given 2 lengths and an included angle. 	<ul style="list-style-type: none"> • Represent vectors as a combination of other vectors. • Convert between metric/imperial units of length, weight and capacity. • Understand the relationship between distance, speed and time. • Design two-way tables. • Understand sample and census • Use stratified sample • Produce bar-charts/pie-charts/ histograms • Draw scatter graphs/ line of best fit/ line graphs • Find averages from diagrams • Compare distributions using quartiles/inter-quartile ranges/ranges/medians. • Find mean/mode/median/range/quartiles/modal class • Draw/use cumulative frequency graphs. • Produce/use ordered stem-and-leaf diagrams. • List all possible outcomes using probability trees. • Identify mutually exclusive events • Know "AND" and "OR" rules to calculate probability of two or more events. 	<ul style="list-style-type: none"> • Find the prime factor decomposition. • Compare fractions • Equivalent fractions, percentages and decimals. • Add/subtract/multiply/divide fractions. • Write one number as a fraction of another. • Find fractions/percentages of amounts. • Increase/decrease by percentages. • Find reverse percentages using a multiplier • Divide a quantity in a given ratio. • Understand direct and reverse proportion. • Simplify expressions by collecting like terms/using index laws. • Factorise expressions. • Substitute numbers into expressions. • Factorise expressions • Expand double brackets • Generate sequences. • Find the nth term of a sequence. • Substitute numbers into formulae • Solve linear equations/inequalities • Use a method of trial and improvement. • Change a subject of a formula • Plot and draw graphs of straight lines. • Find the gradient/intercept of the line • Explore gradients of parallel and perpendicular lines • Recall properties of quadrilaterals. • Distinguish between congruency and similarity. • Construct triangles. • Construct angles of $60^\circ, 30^\circ, 90^\circ, 45^\circ$ 	

CAM Curriculum Overview

Year Group 11	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
		<p>process/handling data cycle</p> <ul style="list-style-type: none"> • Design questionnaire • Design data collection sheet • Recognise biased and vague questions. • Extract data from list of resources. • Recognise different type of data. • Find the area of sector and the length of an arc 			<ul style="list-style-type: none"> • Use properties of angles at the point, on a straight line and in the triangle. • Distinguish between scalene, isosceles, equilateral and right-angled triangles. • Calculate and use the sum of the interior and exterior angles of polygons. • Understand and use bearings. • Tessellate shapes. • Find areas/perimeters of 2-D shapes including circles • Use index laws. • Write numbers in standard form. • Calculate with standard form. • Use of integers and fractional powers • Rationalise the denominator • Simplify surds. 	
	<p><i>Skills</i></p> <ul style="list-style-type: none"> • Use a calculator effectively and efficiently • Interpret the answer on a calculator display • Interpret numbers in standard form • Order numbers/decimals • Visualise fraction diagrammatically. • Change between improper fractions and mixed numbers • Use a ratio notation. • Use letter symbols. • Use index notation. • Recognise simple pattern. • Identify points/midpoints using coordinates • Interpret a gradient of a line • Recognise and convert between metric /imperial units of measurements of 	<ul style="list-style-type: none"> • Recognise inverse operations • Use a calculator effectively • Interpret the answer on a calculator display • Use letter to represent unknown numbers. • Discuss and interpret real-life graphs. • Use a ruler, compasses and protractor. • Recognise acute, obtuse, reflex and right angles. • Substitute numbers into expressions/ formulae • Interpret map scales 	<ul style="list-style-type: none"> • Use a ruler to measure lengths • Recognise trapeziums. • Apply the knowledge of the perimeter/area to solve problems. • Use compasses and protractors • Use a calculator • Break compound shapes into basic shapes. • Recognise perpendicular and parallel lines. • Recognise 3-D shapes. • Recognise a prism. • Visualise enlargement. • Using multilink cubes. • Identify faces, edges and vertices. • Describe transformations. 	<ul style="list-style-type: none"> • Use a calculator • Recognise non-right-angled triangles. • Estimate measurements of length, weight, capacity and speed. • Measure and draw angles • Distinguish between using Pythagoras, SOHCAHTOA and SIN/COSIN rules 	<ul style="list-style-type: none"> • Use a calculator effectively and efficiently • Interpret the answer on a calculator display • Interpret numbers in standard form • Order numbers/decimals • Visualise fraction diagrammatically. • Change between improper fractions and mixed numbers • Use a ratio notation. • Use letter symbols. • Use index notation. • Recognise simple pattern. • Identify points/midpoints using coordinates • Interpret a gradient of a line • Dealing with decimals on a calculator. • Recognise and convert between metric /imperial units of measurements of length, weight and capacity. 	<ul style="list-style-type: none"> • Use letter symbols. • Use index notation. • Use a calculator effectively and efficiently • Interpret the answer on a calculator display • Recognise inverse operations

CAM Curriculum Overview

Year Group 11		Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
		length/weight and capacity. • BIDMAS rule				• BIDMAS rule	
	<i>Assessment</i>	1hour lesson following by 3 lessons of revision	1hour lesson following by 3 lessons of revision	1hour lesson following by 3 lessons of revision	1hour lesson following by 3 lessons of revision	1hour lesson following by 3 lessons of revision	6 th June 2015 1h 45 min GCSE Calculator paper 4 th June 2015 1h 45 min GCSE non-calculator paper
Science	<i>Knowledge</i>	<ul style="list-style-type: none"> • B4 Natural selection and genetic modification • B5 Health, disease and the development of medicines • B6 plant structures and their functions • B7 Animal coordination and control 	<ul style="list-style-type: none"> • C12 Reversible reactions and equilibria • C13 Groups 1, 7 and 0 • C14 Rates of reaction • C15 Fuels and Earth science • C16 Fuels • C17 Earth and atmospheric science 	<ul style="list-style-type: none"> • P9 Potential difference and resistance • P10 Magnetic fields • P11 Matter • P11 Electromagnetic induction • P12 Particle models • P13 Forces and matter 	<ul style="list-style-type: none"> • B8 Exchange and transport in animals • Ecosystems and material cycles 	<ul style="list-style-type: none"> • External examination preparation and revision 	<ul style="list-style-type: none"> • External examination preparation and revision
	<i>Understanding</i>	<ul style="list-style-type: none"> • Meiosis • DNA • Alleles • Variation • Inheritance • Gene mutations • Human evolution • Darwin's theory • Classification • Breeds and varieties • Genes in agriculture and medicine • Health and disease • Non-communicable diseases • Cardiovascular disease • Pathogens • Spreading pathogens • Physical and chemical defences • The immune system • Antibiotics • Antibiotics- graph and data analysis lesson • Hormones • Menstrual cycle • Homeostasis • Diabetes 	<ul style="list-style-type: none"> • Reaction rates • Experiments involving gases • Experiments involving precipitation • Calculating rates • Collision theory • Catalysts • Structure of an atom • Atomic mass and number • Isotopes • Elements and the periodic table • Atomic number and the periodic table • Electronic configurations and the periodic table • Ionic bonds • Ionic lattices • Ionic lattices • Properties of ionic compounds • Covalent bonding • Molecular compounds • Allotropes of carbon • Properties of metals • Bonding models • Fractional distillation • Hydrocarbons • Pollutants • Fractional distillation 	<ul style="list-style-type: none"> • Current and circuits • Potential difference and resistance • Investigating components • Circuit devices • Series and parallel circuits • Energy in circuits • Power in circuits • Electricity in the home • Fuses and earthing • Magnets and magnetic fields • Permanent and induced magnets • Electromagnetism • The motor effect • Solenoids and electromagnetic induction • Density • Kinetic theory • Specific heat capacity • Specific latent heat • Particle motion in gases • Forces and elasticity • Transformers • Transformers and energy • Particles and density • Energy and changes of state 	<ul style="list-style-type: none"> • Exchange of materials • Specialised exchange surfaces • Blood • Blood vessels • The heart • Respiration • Investigating respiration • Ecosystems • Investigating ecosystems • Human impact on biodiversity • Conservation • Carbon cycle • Water cycle • Nitrogen cycle 		

CAM Curriculum Overview

Year Group 11		Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
			<ul style="list-style-type: none"> The alkane homologous series Complete combustion Incomplete combustion Combustible fuels Hydrocarbons Pollutants Cracking The atmosphere The greenhouse effect Climate change 	<ul style="list-style-type: none"> Energy calculations Gas temperature and pressure Bending and stretching Extension and energy transfers Revision and preparation for mock examinations 			
	<i>Skills</i>	<ul style="list-style-type: none"> Thinking scientifically Scientific application Communication and collaboration Using Scientific evidence 	<ul style="list-style-type: none"> Thinking scientifically Scientific application Communication and collaboration Using Scientific evidence 	<ul style="list-style-type: none"> Thinking scientifically Scientific application Communication and collaboration Using Scientific evidence 	<ul style="list-style-type: none"> Thinking scientifically Scientific application Communication and collaboration Using Scientific evidence 	<ul style="list-style-type: none"> Thinking scientifically Scientific application Communication and collaboration Using Scientific evidence 	<ul style="list-style-type: none"> Thinking scientifically Scientific application Communication and collaboration Using Scientific evidence
	<i>Assessment</i>	End of unit tests. Academy assessment cycle.	End of unit tests. Academy assessment cycle.	End of unit tests. Academy assessment cycle.	End of unit tests. Academy assessment cycle.	Terminal examination	Terminal examination.
Geography	<i>Knowledge</i>	Coasts	Changing UK Economy	Recap of previous topics	Paper 3 Pre Release Booklet	Exam Revision	Exam Revision
	<i>Understanding</i>	Students will understand how: Wave types and characteristics. Coastal processes: •• weathering processes – mechanical, chemical •• mass movement – sliding, slumping and rock falls •• erosion – hydraulic power, abrasion and attrition •• transportation – longshore drift •• deposition – why sediment is deposited in coastal areas. Distinctive coastal landforms are the result of rock type, structure and physical processes.	Students will understand how: Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth. Economic futures in the UK: •• causes of economic change: de-industrialisation and decline of traditional industrial base, globalisation and government policies •• moving towards a post-industrial economy: development of information technology, service industries, finance, research, science and business parks •• impacts of industry on the physical environment. An example of how modern industrial development can be more environmentally sustainable	To be able to answer all GCSE questions including 6 and 8 mark 'essay' questions.	Students will understand how: The issue(s) will arise from any aspect of the compulsory sections of the subject content but may extend beyond it through the use of resources in relation to specific unseen contexts. Students develop knowledge and understanding of physical geography themes in unit 3.1 and human geography themes in unit 3.2. This section is synoptic and the assessment will require students to use their learning of more than one of the themes in units 3.1 and 3.2 so that they can analyse a geographical issue at a range of scales, consider and select a possible option in relation to the issue(s) and justify their decision.	To be able to answer all GCSE questions including 6 and 8 mark 'essay' questions.	To be able to answer all GCSE questions including 6 and 8 mark 'essay' questions.
	<i>Skills</i>	Numerical Skills Graphical Skills Statistical Skills	Demonstrate geographical understanding of: concepts and how they are used in relation to	Exam technique Key words	Numerical Skills Graphical Skills Statistical Skills	Exam technique Key words	Exam technique Key words

CAM Curriculum Overview

Year Group 11		Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
		<p>Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes</p> <p>Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements</p> <p>Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings</p>	<p>places, environments and processes; the interrelationships between places, environments and processes</p> <p>Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements</p> <p>Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.</p>	<p>Revise skills covered in previous years.</p>	<p>Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes</p> <p>Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements</p> <p>Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings</p>	<p>Revise skills covered in previous years.</p>	<p>Revise skills covered in previous years.</p>
	<i>Assessment</i>	Extended GCSE questions given in lesson and for ILTs	Extended GCSE questions given in lesson and for ILTs	Extended GCSE questions given in lesson and for ILTs	Extended GCSE questions given in lesson and for ILTs	Extended GCSE questions given in lesson and for ILTs	
History	<i>Knowledge</i>	<p><u>THE HISTORICAL ENVIRONMENT OF DURHAM CATHEDRAL (Norman England C1066-1100)</u></p> <ul style="list-style-type: none"> Students participate in an in-depth study of Durham Cathedral to further understand the impact and influence that the Normans had on England when they invaded 	<p><u>REVISION OF GCSE COURSE</u></p> <ul style="list-style-type: none"> Inequality and Opportunity in the USA 1920-1973 Conflict and Tension 1918-1939 Power and the People c1066-Present Day Norman England C1066-1100) 	<p><u>REVISION OF GCSE COURSE</u></p> <ul style="list-style-type: none"> Inequality and Opportunity in the USA 1920-1973 Conflict and Tension 1918-1939 Power and the People c1066-Present Day Norman England C1066-1100) 	<p><u>REVISION OF GCSE COURSE</u></p> <ul style="list-style-type: none"> Inequality and Opportunity in the USA 1920-1973 Conflict and Tension 1918-1939 Power and the People c1066-Present Day Norman England C1066-1100) 	<p><u>REVISION OF GCSE COURSE</u></p> <ul style="list-style-type: none"> Inequality and Opportunity in the USA 1920-1973 Conflict and Tension 1918-1939 Power and the People c1066-Present Day Norman England C1066-1100) 	<p><u>REVISION OF GCSE COURSE</u></p> <ul style="list-style-type: none"> Inequality and Opportunity in the USA 1920-1973 Conflict and Tension 1918-1939 Power and the People c1066-Present Day Norman England C1066-1100)
	<i>Understanding</i>	<p>Students should be able to understand and be able to answer the following:</p> <ul style="list-style-type: none"> What were the key features of Norman churches and cathedrals? What was their role and function in Norman society? What were the differences between an Anglo-Saxon church and cathedral compared to a Norman church or cathedral? 	<p>Students will gain an understanding of what is expected of them in their GCSE final exam. Specific students will be targeted to endure maximum success.</p>	<p>Students will gain an understanding of what is expected of them in their GCSE final exam. Specific students will be targeted to endure maximum success.</p>	<p>Students will gain an understanding of what is expected of them in their GCSE final exam. Specific students will be targeted to endure maximum success.</p>	<p>Students will gain an understanding of what is expected of them in their GCSE final exam. Specific students will be targeted to endure maximum success.</p>	<p>Students will gain an understanding of what is expected of them in their GCSE final exam. Specific students will be targeted to endure maximum success.</p>

CAM Curriculum Overview

Year Group 11		Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
		<ul style="list-style-type: none"> • What went on in churches and cathedrals? • Where did their wealth come from? 					
	<i>Skills</i>	Students will learn how to write extended, balanced historical answers and make a judgement on how effective Durham Cathedral was	Using historical knowledge to question validity of sources, applying historical knowledge and understanding to answer extended writing questions and exam questions Developing skills of how to question validity of sources, applying historical knowledge and understanding to answer extended writing questions and exam questions Focus on using historical knowledge and skills on how to make a reasoned judgement, using evidence provided to students. Focus on linking previous learning to create a rounded, whole picture of the time being studied.	Using historical knowledge to question validity of sources, applying historical knowledge and understanding to answer extended writing questions and exam questions Developing skills of how to question validity of sources, applying historical knowledge and understanding to answer extended writing questions and exam questions Focus on using historical knowledge and skills on how to make a reasoned judgement, using evidence provided to students. Focus on linking previous learning to create a rounded, whole picture of the time being studied.	Using historical knowledge to question validity of sources, applying historical knowledge and understanding to answer extended writing questions and exam questions Developing skills of how to question validity of sources, applying historical knowledge and understanding to answer extended writing questions and exam questions Focus on using historical knowledge and skills on how to make a reasoned judgement, using evidence provided to students. Focus on linking previous learning to create a rounded, whole picture of the time being studied.	Using historical knowledge to question validity of sources, applying historical knowledge and understanding to answer extended writing questions and exam questions Developing skills of how to question validity of sources, applying historical knowledge and understanding to answer extended writing questions and exam questions Focus on using historical knowledge and skills on how to make a reasoned judgement, using evidence provided to students. Focus on linking previous learning to create a rounded, whole picture of the time being studied.	Using historical knowledge to question validity of sources, applying historical knowledge and understanding to answer extended writing questions and exam questions Developing skills of how to question validity of sources, applying historical knowledge and understanding to answer extended writing questions and exam questions Focus on using historical knowledge and skills on how to make a reasoned judgement, using evidence provided to students. Focus on linking previous learning to create a rounded, whole picture of the time being studied.
	<i>Assessment</i>	End of unit assessment focusing on the style of question that will be asked in the exam					

Spanish	<i>Knowledge</i>	Module 7 a currar Theme Current and future study and employment	Module 8 hacia un mundo mejor Theme Local, national, international and global areas of interest	Module Hacia un mundo mejor Theme Local, national, international and global areas of interest	Revision of 1 ½ themes	Revision of 1 ½ themes	
	<i>Understanding</i>	Vocab Discussing gap years Talking about languages and travel • Grammar Using <i>desde hace</i> to say how long you have been doing something Using the 24-hour clock	Vocab Describing types of houses Talking about the environment Talking about healthy eating Discussing diet-related problems Talking about local actions Considering global issues Talking about local actions Grammar <i>Se debería</i> + infinitive Using present and near future tenses together The present subjunctive	Vocab Discussing healthy lifestyles Talking about international sporting events Talking about natural disasters Grammar Imperfect continuous Using grammar knowledge in translation The pluperfect tense			

CAM Curriculum Overview

Year Group 11	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
		The subjunctive in commands				
	Skills	<p>3.2.1 Listening: understand and respond to spoken language Students are expected to be able to:</p> <ul style="list-style-type: none"> • demonstrate general and specific understanding of different types of spoken language • follow and understand clear standard speech using familiar language across a range of specified contexts • identify the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving some more complex language, recognising the relationship between past, present and future events • deduce meaning from a variety of short and longer spoken texts, involving some complex language and more abstract material, including short narratives and authentic material addressing a wide range of contemporary and cultural themes • recognise and respond to key information, important themes and ideas in more extended spoken text, including authentic sources, adapted and abridged, as appropriate, by being able to answer questions, extract information, evaluate and draw conclusions. <p>3.2.2 Speaking: communicate and interact in speech Students are expected to be able to:</p> <ul style="list-style-type: none"> • communicate and interact effectively in speech for a variety of purposes across a range of specified contexts • take part in a short conversation, asking and answering questions, and exchanging opinions • convey information and narrate events coherently and confidently, using and adapting language for new purposes • speak spontaneously, responding to unexpected questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate • initiate and develop conversations and discussion, producing extended sequences of speech • make appropriate and accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, with reference to past, present and future events • make creative and more complex use of the language, as appropriate, to express and justify their own thoughts and points of view • use accurate pronunciation and intonation to be understood by a native speaker <p>3.2.3 Reading: understand and respond to written language Students are expected to be able to:</p> <ul style="list-style-type: none"> • understand and respond to different types of written language • understand general and specific details within texts using high frequency familiar language across a range of contexts • identify the overall message, key points, details and opinions in a variety of short and longer written passages, involving some more complex language and recognising the relationship between past, present and future events • deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar material, as well as short narratives and authentic material addressing relevant contemporary and cultural themes • recognise and respond to key information, important themes and ideas in more extended written text and authentic sources, including some extracts from relevant abridged or adapted literary texts • demonstrate understanding by being able to scan for particular information, organise and present relevant details, draw inferences in context and recognise implicit meaning where appropriate • translate a short passage from French into English. <p>3.2.4 Writing: communicate in writing Students are expected to be able to:</p> <ul style="list-style-type: none"> • communicate effectively in writing for a variety of purposes across a range of specified contexts • write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information • produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings • make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events • manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register • make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince • translate sentences and short texts from English into French to convey key messages accurately and to apply grammatical knowledge of language and structures in context. 				
	Assessment	Reading and listening	Speaking and writing	Reading and listening	Speaking and writing Reading and listening	N/A

CAM Curriculum Overview

<p>Art</p>	<p><i>Knowledge</i></p>	<p>FOOD PROJECT</p> <p>(Research and Develop)</p> <ul style="list-style-type: none"> • Research the theme of food in response to a given question. • Explore and interpret a given design brief. • Explore drawing and presentation skills in a variety of given media. • Research and explore a series of appropriate artists linked to the theme, exploring 2D and photographic techniques. 	<p>FOOD PROJECT</p> <p>(Develop and Respond)</p> <ul style="list-style-type: none"> • Research and explore a series of appropriate artists linked to the theme, exploring 2D and photographic techniques. • Create a final piece of work that fully responds to the theme of 'Food'. • Evaluate their work at the end of the project. • Review and respond to feedback to ensure completion of coursework. 	<p>EXAM</p> <p>(Explore and Research)</p> <ul style="list-style-type: none"> • Effectively collect information on the theme of their chosen exam question and how it could be translated through drawings from Primary and Secondary sources. • Research and explore a series of appropriate artists linked to the theme. • Develop initial designs based on chosen ideas. 	<p>EXAM/ REVIEW and REFINE</p> <ul style="list-style-type: none"> • Produce a final design in response to a given theme. • Evaluate their work prior to completing their final piece. • Under exam conditions create a final piece of work that fully responds to the theme of their chosen exam question <ul style="list-style-type: none"> • Review and refine all coursework with a view to achieving, if not exceeding, target grade. 	<p>REVIEW and REFINE</p> <ul style="list-style-type: none"> • Review and refine all coursework with a view to achieving, if not exceeding, target grade. 	
-------------------	-------------------------	---	---	---	---	--	--

CAM Curriculum Overview

Year Group 11	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6	
	<ul style="list-style-type: none"> Develop initial designs based on chosen artists, showing interpretation skills 						
	<p><i>Understanding</i></p>	<p><u>Individual work:</u></p> <ul style="list-style-type: none"> Developing personalised drawing and media skills. Gaining confidence in using new media techniques. Self-Assessment opportunities throughout the project. Creating a series of sketches for a visual portfolio. <p><u>Collaborative work:</u></p> <ul style="list-style-type: none"> Looking at/developing understanding/discussing/evaluating the artwork of relevant artists. Learning through peer assessment. 	<p><u>Individual work:</u></p> <ul style="list-style-type: none"> Developing personalised drawing and media skills. Gaining confidence in using new media techniques. Self-Assessment opportunities throughout the project. Creating a series of sketches for a visual portfolio. Creating a final outcome based on their assessed strengths from throughout the project. <p><u>Collaborative work:</u></p> <ul style="list-style-type: none"> Looking at/developing understanding/discussing/evaluating the artwork of relevant artists. Learning through peer assessment. 	<p><u>Individual work:</u></p> <ul style="list-style-type: none"> Developing personalised drawing and media skills. Gaining confidence in using new media techniques. Self-Assessment opportunities throughout the project. Creating a series of sketches for a visual portfolio. Creating a final outcome based on their assessed strengths from throughout the project. <p><u>Collaborative work:</u></p> <ul style="list-style-type: none"> Looking at/developing understanding/discussing/evaluating the artwork of relevant artists. Learning through peer assessment. 	<p><u>Individual work:</u></p> <ul style="list-style-type: none"> Developing personalised drawing and media skills. Gaining confidence in using new media techniques. Self-Assessment opportunities throughout the project. Creating a series of sketches for a visual portfolio. Creating a final outcome based on their assessed strengths from throughout the project. <p><u>Collaborative work:</u></p> <ul style="list-style-type: none"> Looking at/developing understanding/discussing/evaluating the artwork of relevant artists. Learning through peer assessment. 	<p><u>Individual work:</u></p> <ul style="list-style-type: none"> Developing personalised drawing and media skills. Gaining confidence in using new media techniques. Self-Assessment opportunities throughout the project. Creating a series of sketches for a visual portfolio. Creating a final outcome based on their assessed strengths from throughout the project. <p><u>Collaborative work:</u></p> <ul style="list-style-type: none"> Looking at/developing understanding/discussing/evaluating the artwork of relevant artists. Learning through peer assessment. 	

CAM Curriculum Overview

Year Group 11		Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
		artwork of relevant artists. • Learning through peer assessment.					
	<i>Skills</i>	<p><u>Techniques explored:</u></p> <ul style="list-style-type: none"> • Drawing from observation, Painting, 2D, photography • Artist research techniques <p><u>Artistic elements:</u></p> <ul style="list-style-type: none"> • Line, Tone, Texture, Blending, Colour, Shape, Form, Scale, composition <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Various media 	<p><u>Techniques explored:</u></p> <ul style="list-style-type: none"> • Drawing from observation, Painting, 3D, photography • Artist research techniques • Design development <p><u>Artistic elements:</u></p> <ul style="list-style-type: none"> • Line, Tone, Texture, Blending, Colour, Shape, Form, Scale, composition <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Various media 	<p><u>Techniques explored:</u></p> <ul style="list-style-type: none"> • Drawing from Primary and secondary sources, media of their choice <p><u>Artistic elements:</u></p> <ul style="list-style-type: none"> • Line, Tone, Texture, Blending, Colour, Shape, Form, Scale, composition <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Mixed media 	<p><u>Techniques explored:</u></p> <ul style="list-style-type: none"> • Drawing from Primary and secondary sources, media of their choice <p><u>Artistic elements:</u></p> <ul style="list-style-type: none"> • Line, Tone, Texture, Blending, Colour, Shape, Form, Scale, composition <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Mixed media 	<p><u>Techniques explored:</u></p> <ul style="list-style-type: none"> • Drawing from Primary and secondary sources, media of their choice <p><u>Artistic elements:</u></p> <ul style="list-style-type: none"> • Line, Tone, Texture, Blending, Colour, Shape, Form, Scale, composition <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Mixed media 	
	<i>Assessment</i>	<ul style="list-style-type: none"> • Artist research design sheets. 	<ul style="list-style-type: none"> • Artist research design sheets • Development designs • Final design • Final piece • Coursework review and moderation 	<ul style="list-style-type: none"> • Theme research • Artists research • Initial Ideas 	<ul style="list-style-type: none"> • Development and refinement design ideas • Final Piece 	<ul style="list-style-type: none"> • All coursework – final review and moderation 	

CAM Curriculum Overview

Year Group 11		Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<p>Photography</p>	<p><i>Knowledge</i></p>	<p>Portrait Distortion: David Hockney</p> <p>When developing this project students will:</p> <ul style="list-style-type: none"> • Develop a contextual understanding of the life and work of David Hockney. • Research and analyse the photomontages (joiners) created by David Hockney. • Explore the use of a range Adobe Photoshop image manipulation techniques. • Learn how to develop and refine ideas and creative outcomes. 	<p>Portrait Distortion: Personal Response</p> <p>When developing this project students will:</p> <ul style="list-style-type: none"> • Explore the use of a range Adobe Photoshop image manipulation techniques. • Learn how to develop and refine ideas and creative outcomes. 	<p>Exam Project</p> <p>During this project students will respond to a starting point provided by AQA. They will:</p> <ul style="list-style-type: none"> • Develop a contextual understanding of the life and work of a chosen artist or photographer. • Research and analyse the work of a chosen artist or photographer. • Develop camera techniques and compositional techniques. • Explore the use of a range Adobe Photoshop image manipulation techniques. • Develop and refine ideas and creative outcomes. 			
	<p><i>Understanding</i></p>	<p>When developing this project students will:</p> <ul style="list-style-type: none"> • Demonstrate a contextual understanding of the life and work of David Hockney through written responses. • Demonstrate an understanding of the photomontages (joiners) 	<p>When developing this project students will:</p> <ul style="list-style-type: none"> • Develop confidence in the use of a range Adobe Photoshop image manipulation techniques. • Demonstrate different ways in which they can develop and refine their own ideas and through their creative outcomes and written responses. • Self-assess and peer assess a range of their own outcomes and the work of others. 	<p>When developing this project students will:</p> <ul style="list-style-type: none"> • Demonstrate a contextual understanding of the life and work of a chosen artist or photographer. • Demonstrate an understanding of the work of a chosen artist or photographer. • Apply this understanding to their own creative outcomes. • Develop confidence in the use of a range Adobe Photoshop image manipulation techniques. • Demonstrate different ways in which they can 			

CAM Curriculum Overview

Year Group 11	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
	<p>created by David Hockney and apply this understanding to their own creative outcomes.</p> <ul style="list-style-type: none"> • Develop confidence in the use of a range Adobe Photoshop image manipulation techniques. • Demonstrate different ways in which they can develop and refine their own ideas and through their creative outcomes and written responses. 		<p>develop and refine their own ideas and through their creative outcomes and written responses.</p> <ul style="list-style-type: none"> • Self-assess and peer assess a range of their own outcomes and the work of others. 			
	<p><i>Skills</i></p> <ul style="list-style-type: none"> • Students will develop the following skills & techniques: • Digital Camera and photographic imagery • Adobe Photoshop techniques • ICT presentation skills • Idea generation and development • Writing evaluations • Responding to feedback effectively 	<ul style="list-style-type: none"> • Students will develop the following skills & techniques: • Digital Camera and photographic imagery • Adobe Photoshop techniques • ICT presentation skills • Idea generation and development • Writing evaluations • Responding to feedback effectively 	<ul style="list-style-type: none"> • Students will develop the following skills & techniques: • Digital Camera and photographic imagery • Adobe Photoshop techniques • ICT presentation skills • Idea generation and development • Writing evaluations • Responding to feedback effectively 			
	<p><i>Assessment</i></p> <p>David Hockney Artist</p>	<p>Idea development Photographic outcomes</p>	<ul style="list-style-type: none"> • Research and analysis • Written evaluations • Photographic compositions 			

CAM Curriculum Overview

Year Group 11		Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
		Research and analysis Written evaluations David Hockney style photomontages		<ul style="list-style-type: none"> Merve Ozaslan style photomontage 			
Music GCSE	<i>Knowledge</i>	COMPOSITION 2 <ul style="list-style-type: none"> Actively discuss coursework requirements and set deadlines for academic year. Focus on key words through general listening activities to prepare students for GCSE listening paper. Building on skills acquired in Years 7-10, students to develop coursework composition 2. Effectively perform and evaluate their work at the end of the unit. 	COMPOSITION 2 <ul style="list-style-type: none"> Focus on key words through general listening activities to prepare students for GCSE listening paper. Building on skills acquired in Years 7-10, students to complete coursework composition 2 and appraisal. Effectively perform and evaluate their work at the end of the unit. 	PERFORMANCE <ul style="list-style-type: none"> Focus on key words through general listening activities to prepare students for GCSE listening paper. Building on skills acquired in Years 7-10, students to prepare and record solo and ensemble performances for final coursework task. Effectively perform and evaluate their work at the end of the unit. 	LISTENING & ANALYSIS <ul style="list-style-type: none"> Actively discuss and revise all areas of study in preparation for the listening paper. Refine listening skills through specific tasks, including rhythmic and melodic dictation. Completion of all coursework forms by candidates. Evaluate and refine listening skills. 	EXAM PREPARATION <ul style="list-style-type: none"> Actively discuss and revise all areas of study in preparation for the listening paper. Refine listening skills through specific tasks, including rhythmic and melodic dictation. Evaluate and refine listening skills. 	<ul style="list-style-type: none"> Course completed
	<i>Understanding</i>	Individual work: <ul style="list-style-type: none"> Development and refining of listening skills required for the GCSE listening paper. Develop coursework composition 2. Self-assessment opportunities throughout the unit. Collaborative work: <ul style="list-style-type: none"> Learning through peer assessment. Performing for peers, their own and others compositions. 	Individual work: <ul style="list-style-type: none"> Development and refining of listening skills required for the GCSE listening paper. Completion of coursework composition 2 and appraisal. Self-assessment opportunities throughout the unit. Collaborative work: <ul style="list-style-type: none"> Learning through peer assessment. Performing for peers, their own and others compositions. 	Individual work: <ul style="list-style-type: none"> Development and refining of listening skills required for the GCSE listening paper. Preparation and performance of solo and ensemble performances. Self-assessment opportunities throughout the unit. Collaborative work: <ul style="list-style-type: none"> Learning through peer assessment. Preparation and performing of ensemble performances. 	Individual work: <ul style="list-style-type: none"> Refine listening skills in preparation for listening paper. Revision of areas of study and key words. Self-assessment opportunities throughout the unit. Collaborative work: <ul style="list-style-type: none"> Learning through peer assessment. Group and paired activities to consolidate learning and revise key terms. 	Individual work: <ul style="list-style-type: none"> Refine listening skills in preparation for listening paper. Revision of areas of study and key words. Self-assessment opportunities throughout the unit. Completion of exam style questions. Collaborative work: <ul style="list-style-type: none"> Learning through peer assessment. Group and paired activities to consolidate learning and revise key terms. 	
	<i>Skills</i>	<ul style="list-style-type: none"> Individual composing skills. Development of listening skills. Solo and ensemble performance skills. 	<ul style="list-style-type: none"> Individual composing skills. Development of listening and analytical skills. Solo and ensemble performance skills. 	<ul style="list-style-type: none"> Development of listening and analytical skills. Individual and ensemble performance skills. 	<ul style="list-style-type: none"> Development of listening and analytical skills. Exam technique. 	<ul style="list-style-type: none"> Development of listening and analytical skills. Exam technique. 	
	<i>Assessment</i>	Coursework composition 1	Coursework composition 2	Solo performance	Listening tests	Listening tests	

CAM Curriculum Overview

Year Group 11		Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6	
		Listening test	Mock Exam	Ensemble performance Listening test		Final exam		
Music BTEC	<i>Knowledge</i>	Sequencing <ul style="list-style-type: none"> Know the key functions on GarageBand and apply them to a song Know the reasons for applying mixing effects to a song Develop the ability to structure and organise ideas Know the key terms to describe sequencing processes Be able to explain the key functions of music sequencing software Effectively evaluate your own and others performances and compositions 	Exam Preparation <ul style="list-style-type: none"> To know the key terminology which is relevant to the music industry To be able to identify important jobs and companies, and their roles in the music industry To know the techniques for answering exam questions 	Event Planning <ul style="list-style-type: none"> Know how to plan and organise a team Know how to keep to a deadline Be able to create and develop ideas for a product Know industry practices for developing a product and know key terminology associated with this Effectively evaluate your own and others products 	Event Planning <ul style="list-style-type: none"> Know how to plan and organise a team Know how to keep to a deadline Be able to create and develop ideas for a product Know industry practices for developing a product and know key terminology associated with this Effectively evaluate your own and others products 	HT5 Recording or Performing <ul style="list-style-type: none"> Know how to perform accurately on a variety of instruments Know how to rehearse and improve on your performance skills Know the key terminology associated with performance Effectively evaluate your own and others performances 	<ul style="list-style-type: none"> To know the different types of microphones Develop the skills to create diagrams of microphone placements Know key terminology associated with recording Know how to apply mixing effects in post-production. Effectively evaluate your own and others recordings 	
	<i>Understanding</i>	Individual work: <ul style="list-style-type: none"> Understand how to apply sequencing effects Understand how to apply mixing effects Understand how to structure a song Be able to create imaginative ideas Understand the processes in music sequencing Self-assessment opportunities throughout the unit of work. Collaborative work: <ul style="list-style-type: none"> Learning through peer assessment. Coaching others on how to use GarageBand 	Individual work: <ul style="list-style-type: none"> Understand how different parts of the music industry work Be able to make links between different areas of the music industry Self-assessment opportunities throughout the unit of work. Collaborative work: <ul style="list-style-type: none"> Learning through peer assessment. Kagan activities Revision games as a class 	Individual work: <ul style="list-style-type: none"> Developing team-working and communication skills Understand how to manage time and keep to a deadline. Self-assessment opportunities throughout the unit of work. Collaborative work: <ul style="list-style-type: none"> Learning through peer assessment. Planning and developing a product as a team 	Individual work: <ul style="list-style-type: none"> Developing team-working and communication skills Understand how to manage time and keep to a deadline. Self-assessment opportunities throughout the unit of work. Collaborative work: <ul style="list-style-type: none"> Learning through peer assessment. Planning and developing a product as a team 	Individual work: <ul style="list-style-type: none"> Understand how to research and improve on performances Be able to make informed choices about your instruments and the music you perform. Self-assessment opportunities throughout the unit of work. Collaborative work: <ul style="list-style-type: none"> Learning through peer assessment. Performing as part of a group. 	Individual work: <ul style="list-style-type: none"> Understand how to set up and record using microphones Develop an understanding of how to plan and implement a recording Self-assessment opportunities throughout the unit of work. Collaborative work: <ul style="list-style-type: none"> Learning through peer assessment. Recording as part of a group Creating individual, paired and group compositions. 	
	<i>Skills</i>	<ul style="list-style-type: none"> Performing individually and as a group. Composition skills and theoretical knowledge. Understanding of the music industry Ability to plan, develop and present ideas as part of a group Ability to use music technology 						
	<i>Assessment</i>	GarageBand Sequenced Song GarageBand Guidebook	Mock Exam	Planning material Minutes and evidence	Planning material Minutes and evidence Finished Product	Performance Evaluations Rehearsal Logs	Recording Mixing Planning Evaluations	

CAM Curriculum Overview

Year Group 11		Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
ICT (CiDA)	<i>Knowledge</i>	Unit 2: Creative Multimedia – Splash Out 2.1 Investigating Multimedia Products 2.2 Designing Multimedia Products 2.3 Collecting and Creating Digital Assets 2.4 Developing Multimedia Products 2.5 Prototyping and Testing 2.6 Distribution 2.7 Product Review 2.8 Presenting multimedia products in an e-portfolio 2.9 Standard Ways of Working	Unit 1: Developing Web Products 1.1 Audience and Purpose 1.2 Client Briefs and the Project Life Cycle 1.3 Site Structure 1.4 Consistency 1.5 Composition and Page Design 1.6 Accessibility 1.7 Content Selection and Preparation 1.8 Coding 1.9 Testing 1.10 Evaluation	Unit 2: Creative Multimedia – Splash Out / Unit 1: Developing Web Products	Unit 2: Creative Multimedia – Splash Out / Unit 1: Developing Web Products	Unit 1: Developing Web Products 1.11 Audience and Purpose 1.12 Client Briefs and the Project Life Cycle 1.13 Site Structure 1.14 Consistency 1.15 Composition and Page Design 1.16 Accessibility 1.17 Content Selection and Preparation 1.18 Coding 1.19 Testing 1.20 Evaluation	

CAM Curriculum Overview

	<p><i>Understanding</i></p>	<p>2.1 Investigating Multimedia Products Understand multimedia products are used in a range of settings:</p> <ul style="list-style-type: none"> • Education, e.g. training materials, e-learning packages • Entertainment, e.g. games, videos, DVDs • Marketing and advertising, e.g. product promotions, catalogues, websites, presentations, digital adverts • Publishing, e.g. e-books, e-zines, online presentations, DVDs • Virtual reality, e.g. virtual tours, simulations, digital • Prototyping • Public access, e.g. information points. <p>2.2 Designing Multimedia Products Multimedia products are designed to perform specific functions. The effectiveness of a multimedia product can be judged by how well it meets its objectives. Your main aim must always be to produce user-centred designs that are fit for purpose and meet the needs of the intended users. Students will need to make decisions about:</p> <ul style="list-style-type: none"> • Content/components • Sound, e.g. effects, music, voice • Video layout • Structure • Navigation • Interactivity and human-computer-interface (HCI) • Storyboards and visuals to map out the intended • Layout and content of each screen 	<p>1.1 Purposes of websites:</p> <ul style="list-style-type: none"> • Convey a message (e.g. a campaign) • Attract attention (e.g. advertising) • Inform (e.g. educational webpages) • Persuade (e.g. to buy something) • Entertain (e.g. quizzes and online games). <p>1.1 Target Audience:</p> <ul style="list-style-type: none"> • Who will use the product, e.g. age, gender • How much they know already their level of literacy/language skills • What they want from the product and what will get them to look further. <p>1.2 Client brief</p> <ul style="list-style-type: none"> • information about the client • information about the target audience and purpose of • the web product • technical information about product, e.g. an overview of the: <ul style="list-style-type: none"> • Site structure • Functionality • Content • Design. <p>1.2 Project Life Cycle</p> <ul style="list-style-type: none"> • Design • Create • Evaluate <p>1.3 Site Structure How to make use of a site structure to give an overview of the hierarchy of a product.</p> <p>1.4 Consistency All the pages must have some consistency in terms of structure and appearance to help users find their way around the product. Students need to understand that a simple navigation bar:</p> <ul style="list-style-type: none"> • Includes two or more links to other pages within the product appears on the left-hand 	<p>Students will add to their understanding of the 1.1 to 1.10 criteria of unit 1 and the 2.1 to 2.9 criteria of unit 2.</p>	<p>Students will add to their understanding of the 1.1 to 1.10 criteria of unit 1 and the 2.1 to 2.9 criteria of unit 2.</p>	<p>1.1 Purposes of websites:</p> <ul style="list-style-type: none"> • Convey a message (e.g. a campaign) • Attract attention (e.g. advertising) • Inform (e.g. educational webpages) • Persuade (e.g. to buy something) • Entertain (e.g. quizzes and online games). <p>1.1 Target Audience:</p> <ul style="list-style-type: none"> • Who will use the product, e.g. age, gender • How much they know already their level of literacy/language skills • What they want from the product and what will get them to look further. <p>1.2 Client brief</p> <ul style="list-style-type: none"> • Information about the client • Information about the target audience and purpose of the web product • Technical information about product, e.g. an overview of the: <ul style="list-style-type: none"> • Site structure • Functionality • Content • Design. <p>1.2 Project Life Cycle</p> <ul style="list-style-type: none"> • Design • Create • Evaluate <p>1.3 Site Structure How to make use of a site structure to give an overview of the hierarchy of a product.</p> <p>1.4 Consistency All the pages must have some consistency in terms of structure and appearance to help users find their way around the product. Students need to understand that a simple navigation bar:</p> <ul style="list-style-type: none"> • Includes two or more links to other pages within the product appears on the left-hand 	
--	-----------------------------	--	---	--	--	--	--

CAM Curriculum Overview

Year Group 11	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
	<ul style="list-style-type: none"> • Timeline storyboards to map out the intended content and structure of time-related products • Structure charts or site maps to provide a graphical • Representation of the overall structure of the product • Flowcharts to indicate the paths that the user can take through the product. <p>2.3 Collecting and Creating Digital Assets Students will learn how to collect suitable content for their multimedia products, bearing in mind the purpose of the application and the intended users. They will learn about copyright and other constraints on the use of digital assets in products intended for the public domain. Wherever possible students should produce the digital assets they need themselves or gather them from copyright-free sources.</p> <p>2.4 Developing Multimedia Products Investigate and evaluate a wide range of software available to enable students to create multimedia products. Students will learn how to create products that are for purpose.</p> <p>2.5 Prototyping and Testing Prototyping involves producing working versions of a product at various stages during its development and testing them with users to find and iron out problems as you go along. Students will learn how to create and utilise prototypes for use with test users</p> <p>2.6 Distribution</p>	<p>side or top area of every page</p> <ul style="list-style-type: none"> • Uses text links or graphical links does not take up too much space. <p>Students will learn how to create and use a template or master page to fix some aspects of every page:</p> <ul style="list-style-type: none"> • Page size and resolution • Banner height and width • Logo size and position • Internal and external hyperlinks • Navigation bar. <p>If students are working to a brief there may be a house style.</p> <p>1.6 Accessibility Students will learn how to improve the accessibility of products by:</p> <ul style="list-style-type: none"> • Avoiding colour combinations such as red and green on your web pages • Using a high contrast between text and background • Adding ALT (alternative) text to images • Using scaleable fonts. <p>1.7 Content Selection and Preparation To organise content, students will:</p> <ul style="list-style-type: none"> • Create and use tables • Insert and position assets, including text, images, video, sound and animation on web pages • Resize images (percentage of original, fixed size, crop) • Retain proportions • Create and use thumbnail images • Control how users view multimedia assets. <p>Students will learn how to present text clearly using formatting features, such as:</p> <ul style="list-style-type: none"> • Alignment • Line spacing 			<p>side or top area of every page</p> <ul style="list-style-type: none"> • Uses text links or graphical links • Does not take up too much space. <p>Students will learn how to create and use a template or master page to fix some aspects of every page:</p> <ul style="list-style-type: none"> • Page size and resolution • Banner height and width • Logo size and position • internal and external hyperlinks • Navigation bar. <p>If students are working to a brief there may be a house style.</p> <p>1.6 Accessibility Students will learn how to improve the accessibility of products by:</p> <ul style="list-style-type: none"> • Avoiding colour combinations such as red and green on your web pages • Using a high contrast between text and background • Adding ALT (alternative) text to images • Using scaleable fonts. <p>1.7 Content Selection and Preparation To organise content, students will:</p> <ul style="list-style-type: none"> • Create and use tables • Insert and position assets, including text, images, video, sound and animation on web pages • Resize images (percentage of original, fixed size, crop) • Retain proportions • Create and use thumbnail images • Control how users view multimedia assets. <p>Students will learn how to present text clearly using formatting features, such as:</p> <ul style="list-style-type: none"> • Alignment 	

CAM Curriculum Overview

Year Group 11	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
	<p>Students will learn how to create run-time versions of their products, so that they are accessible to as many people as possible.</p> <p>2.7 Product Review Students will learn how to undertake a review of their products once they are completed. This will include::</p> <ul style="list-style-type: none"> • How well they work • How easy they are to use. • Consider feedback from end reviewers • Make valid suggestions for further improvement of the final products. <p>2.8 Presenting multimedia products in an e-portfolio Students will learn about what an e-portfolio is and how it is used to create an interactive showcase for their achievements in a way that is self-explanatory and easy to use.</p> <p>2.9 Standard Ways of Working While working on a project students will be expected to use ICT efficiently, legally and safely.</p>	<ul style="list-style-type: none"> • Bullets and numbering • Case • Emboldening • Colour • Web-friendly fonts • Font sizes and styles • Headings and subheadings. <p>Students will allow users to access content you will learn how to create interactive components, including:</p> <ul style="list-style-type: none"> • Navigation bars • Hotspots • Hyperlinks (internal, external, email) • Rollovers. <p>Assets need to be carefully prepared and optimised to ensure that pages are not slow to load.</p> <p>1.8 Coding Students will learn how to make simple changes to the code, for example to change the colour of a heading or position of an image.</p> <p>Students will learn to understand and use hexadecimal colour codes/RGB values.</p> <p>1.9 Testing Students will understand how to complete:</p> <ul style="list-style-type: none"> • Systematic functionality • Usability testing <p>1.10 Evaluation Students will reflect on the success of a product and review:</p> <ul style="list-style-type: none"> • Audience and purpose • Client requirements 			<ul style="list-style-type: none"> • Line spacing • Bullets and numbering • Case • Emboldening • Colour • Web-friendly fonts • Font sizes and styles • Headings and subheadings. <p>Students will allow users to access content you will learn how to create interactive components, including:</p> <ul style="list-style-type: none"> • Navigation bars • Hotspots • Hyperlinks (internal, external, email) • Rollovers. <p>Assets need to be carefully prepared and optimised to ensure that pages are not slow to load.</p> <p>1.8 Coding Students will learn how to make simple changes to the code, for example to change the colour of a heading or position of an image.</p> <p>Students will learn to understand and use hexadecimal colour codes/RGB values.</p> <p>1.9 Testing Students will understand how to complete:</p> <ul style="list-style-type: none"> • Systematic functionality • Usability testing <ul style="list-style-type: none"> ○ Evaluation <p>Students will reflect on the success of a product and review:</p> <ul style="list-style-type: none"> • Audience and purpose • Client requirements 	

CAM Curriculum Overview

Year Group 11		Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
	<i>Skills</i>	2.1 Research a range of multimedia products 2.2 Produce a set of detailed design documents 2.3 Gather, source and edit a set of assets 2.4 Create a range of multimedia products 2.5 Gather relevant feedback and test products 2.6 Export digital products in appropriate formats 2.7 Review the multimedia products you have produced 2.8 Create an e-portfolio to showcase digital products 2.9 Follow standard working practices within ICT	1.1 Create a web product for a specified audience and purpose. 1.2 Identify key requests from a client brief. 1.3 Decide how a site is structured, meeting client's needs. 1.4 Create a consistent layout and design, including the ability to apply the template consistently. 1.5 Use knowledge of composition and page design to create a web product that meets client requirements. 1.7 Decide on content to include, what it should look like and where it should go. 1.8 Code a required element as specified in the client brief 1.9 Test the web product to ensure that it is fully functional and meets all requirement needs. 1.10 Evaluate the web product you have produced.	Recap Unit 1 Skills: Unit 1: 1.1 to 1.10 Unit 2: 2.1 to 2.9	Recap Unit 1 Skills: Unit 1: 1.1 to 1.10 Unit 2: 2.1 to 2.9		
	<i>Assessment</i>	Internally Assessed CA	Mock Digital Exam External Digital Exam	Mock Digital Exam Internally Assessed CA	Mock Digital Exam Internally Assessed CA	External Digital Exam Externally Assessed CA	Internally Assessed CA
		Unit 2: Creative	Unit 1: Developing	Unit 2: Creative	Unit 2: Creative	Unit 1: Developing	Unit 2: Creative

CAM Curriculum Overview

<p>Computer Science</p>	<p><i>Knowledge</i></p>	<p>2.1 Investigating Multimedia Products Understand multimedia products are used in a range of settings:</p> <ul style="list-style-type: none"> • Education, e.g. training materials, e-learning packages • Entertainment, e.g. games, videos, DVDs • Marketing and advertising, e.g. product promotions, catalogues, websites, presentations, digital adverts • Publishing, e.g. e-books, e-zines, online presentations, DVDs • Virtual reality, e.g. virtual tours, simulations, digital • Prototyping • Public access, e.g. information points. <p>2.2 Designing Multimedia Products Multimedia products are designed to perform specific functions. The effectiveness of a multimedia product can be judged by how well it meets its objectives. Your main aim must always be to produce user-centred designs that are fit for purpose and meet the needs of the intended users. Students will need to make decisions about:</p> <ul style="list-style-type: none"> • Content/components • Sound, e.g. effects, music, voice • Video layout • Structure • Navigation • Interactivity and human-computer-interface (HCI) • Storyboards and visuals to map out the intended • Layout and content of each screen 	<p>1.1 Purposes of websites:</p> <ul style="list-style-type: none"> • Convey a message (e.g. a campaign) • Attract attention (e.g. advertising) • Inform (e.g. educational webpages) • Persuade (e.g. to buy something) • Entertain (e.g. quizzes and online games). <p>1.1 Target Audience:</p> <ul style="list-style-type: none"> • Who will use the product, e.g. age, gender • How much they know already their level of literacy/language skills • What they want from the product and what will get them to look further. <p>1.2 Client brief</p> <ul style="list-style-type: none"> • information about the client • information about the target audience and purpose of • the web product • technical information about product, e.g. an overview of the: <ul style="list-style-type: none"> • Site structure • Functionality • Content • Design. <p>1.2 Project Life Cycle</p> <ul style="list-style-type: none"> • Design • Create • Evaluate <p>1.3 Site Structure How to make use of a site structure to give an overview of the hierarchy of a product.</p> <p>1.4 Consistency All the pages must have some consistency in terms of structure and appearance to help users find their way around the product. Students need to understand that a simple navigation bar:</p> <ul style="list-style-type: none"> • Includes two or more links to other pages within the product appears on the left-hand 	<p>Students will add to their understanding of the 1.1 to 1.10 criteria of unit 1 and the 2.1 to 2.9 criteria of unit 2.</p>	<p>Students will add to their understanding of the 1.1 to 1.10 criteria of unit 1 and the 2.1 to 2.9 criteria of unit 2.</p>	<p>1.1 Purposes of websites:</p> <ul style="list-style-type: none"> • Convey a message (e.g. a campaign) • Attract attention (e.g. advertising) • Inform (e.g. educational webpages) • Persuade (e.g. to buy something) • Entertain (e.g. quizzes and online games). <p>1.1 Target Audience:</p> <ul style="list-style-type: none"> • Who will use the product, e.g. age, gender • How much they know already their level of literacy/language skills • What they want from the product and what will get them to look further. <p>1.2 Client brief</p> <ul style="list-style-type: none"> • Information about the client • Information about the target audience and purpose of the web product • Technical information about product, e.g. an overview of the: <ul style="list-style-type: none"> • Site structure • Functionality • Content • Design. <p>1.2 Project Life Cycle</p> <ul style="list-style-type: none"> • Design • Create • Evaluate <p>1.3 Site Structure How to make use of a site structure to give an overview of the hierarchy of a product.</p> <p>1.4 Consistency All the pages must have some consistency in terms of structure and appearance to help users find their way around the product. Students need to understand that a simple navigation bar:</p> <ul style="list-style-type: none"> • Includes two or more links to other pages within the product appears on the left-hand 	<p>2.1 Investigating Multimedia Products Understand multimedia products are used in a range of settings:</p> <ul style="list-style-type: none"> • Education, e.g. training materials, e-learning packages • Entertainment, e.g. games, videos, DVDs • Marketing and advertising, e.g. product promotions, catalogues, websites, presentations, digital adverts • Publishing, e.g. e-books, e-zines, online presentations, DVDs • Virtual reality, e.g. virtual tours, simulations, digital • Prototyping • Public access, e.g. information points. <p>2.2 Designing Multimedia Products Multimedia products are designed to perform specific functions. The effectiveness of a multimedia product can be judged by how well it meets its objectives. Your main aim must always be to produce user-centred designs that are fit for purpose and meet the needs of the intended users. Students will need to make decisions about:</p> <ul style="list-style-type: none"> • Content/components • Sound, e.g. effects, music, voice • Video layout • Structure • Navigation • Interactivity and human-computer-interface (HCI) • Storyboards and visuals to map out the intended • Layout and content of each screen • Timeline storyboards to map out the intended
--------------------------------	-------------------------	--	---	--	--	--	--

CAM Curriculum Overview

Year Group 11	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6	
	<ul style="list-style-type: none"> Timeline storyboards to map out the intended content and structure of time-related products Structure charts or site maps to provide a graphical Representation of the overall structure of the product Flowcharts to indicate the paths that the user can take through the product. <p>2.3 Collecting and Creating Digital Assets Students will learn how to collect suitable content for their multimedia products, bearing in mind the purpose of the application and the intended users. They will learn about copyright and other constraints on the use of digital assets in products intended for the public domain. Wherever possible students should produce the digital assets they need themselves or gather them from copyright-free sources.</p> <p>2.4 Developing Multimedia Products Investigate and evaluate a wide range of software available to enable students to create multimedia products. Students will learn how to create products that are for purpose.</p> <p>2.5 Prototyping and Testing Prototyping involves producing working versions of a product at various stages during its development and testing them with users to find and iron out problems as you go along. Students will learn how to create and utilise prototypes for use with test users</p> <p>2.6 Distribution</p>	<p>side or top area of every page</p> <ul style="list-style-type: none"> Uses text links or graphical links does not take up too much space. <p>Students will learn how to create and use a template or master page to fix some aspects of every page:</p> <ul style="list-style-type: none"> Page size and resolution Banner height and width Logo size and position Internal and external hyperlinks Navigation bar. <p>If students are working to a brief there may be a house style.</p> <p>1.6 Accessibility Students will learn how to improve the accessibility of products by:</p> <ul style="list-style-type: none"> Avoiding colour combinations such as red and green on your web pages Using a high contrast between text and background Adding ALT (alternative) text to images Using scaleable fonts. <p>1.7 Content Selection and Preparation To organise content, students will:</p> <ul style="list-style-type: none"> Create and use tables Insert and position assets, including text, images, video, sound and animation on web pages Resize images (percentage of original, fixed size, crop) Retain proportions Create and use thumbnail images Control how users view multimedia assets. <p>Students will learn how to present text clearly using formatting features, such as:</p> <ul style="list-style-type: none"> Alignment Line spacing 			<p>side or top area of every page</p> <ul style="list-style-type: none"> Uses text links or graphical links Does not take up too much space. <p>Students will learn how to create and use a template or master page to fix some aspects of every page:</p> <ul style="list-style-type: none"> Page size and resolution Banner height and width Logo size and position internal and external hyperlinks Navigation bar. <p>If students are working to a brief there may be a house style.</p> <p>1.6 Accessibility Students will learn how to improve the accessibility of products by:</p> <ul style="list-style-type: none"> Avoiding colour combinations such as red and green on your web pages Using a high contrast between text and background Adding ALT (alternative) text to images Using scaleable fonts. <p>1.7 Content Selection and Preparation To organise content, students will:</p> <ul style="list-style-type: none"> Create and use tables Insert and position assets, including text, images, video, sound and animation on web pages Resize images (percentage of original, fixed size, crop) Retain proportions Create and use thumbnail images Control how users view multimedia assets. <p>Students will learn how to present text clearly using formatting features, such as:</p> <ul style="list-style-type: none"> Alignment 	<p>content and structure of time-related products</p> <ul style="list-style-type: none"> Structure charts or site maps to provide a graphical Representation of the overall structure of the product Flowcharts to indicate the paths that the user can take through the product. <p>2.3 Collecting and Creating Digital Assets Students will learn how to collect suitable content for their multimedia products, bearing in mind the purpose of the application and the intended users. They will learn about copyright and other constraints on the use of digital assets in products intended for the public domain. Wherever possible students should produce the digital assets they need themselves or gather them from copyright-free sources.</p> <p>2.4 Developing Multimedia Products Investigate and evaluate a wide range of software available to enable students to create multimedia products. Students will learn how to create products that are for purpose.</p> <p>2.5 Prototyping and Testing Prototyping involves producing working versions of a product at various stages during its development and testing them with users to find and iron out problems as you go along. Students will learn how to create and utilise prototypes for use with test users</p> <p>2.6 Distribution Students will learn how to create run-time versions of their products, so that they are accessible to as many people as possible.</p>	<p>content and structure of time-related products</p> <ul style="list-style-type: none"> Structure charts or site maps to provide a graphical Representation of the overall structure of the product Flowcharts to indicate the paths that the user can take through the product. <p>2.3 Collecting and Creating Digital Assets Students will learn how to collect suitable content for their multimedia products, bearing in mind the purpose of the application and the intended users. They will learn about copyright and other constraints on the use of digital assets in products intended for the public domain. Wherever possible students should produce the digital assets they need themselves or gather them from copyright-free sources.</p> <p>2.4 Developing Multimedia Products Investigate and evaluate a wide range of software available to enable students to create multimedia products. Students will learn how to create products that are for purpose.</p> <p>2.5 Prototyping and Testing Prototyping involves producing working versions of a product at various stages during its development and testing them with users to find and iron out problems as you go along. Students will learn how to create and utilise prototypes for use with test users</p> <p>2.6 Distribution Students will learn how to create run-time versions of their products, so that they are accessible to as many people as possible.</p>

CAM Curriculum Overview

Year Group 11	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
	<p>Students will learn how to create run-time versions of their products, so that they are accessible to as many people as possible.</p> <p>2.7 Product Review Students will learn how to undertake a review of their products once they are completed. This will include::</p> <ul style="list-style-type: none"> • How well they work • How easy they are to use. • Consider feedback from end reviewers • Make valid suggestions for further improvement of the final products. <p>2.8 Presenting multimedia products in an e-portfolio Students will learn about what an e-portfolio is and how it is used to create an interactive showcase for their achievements in a way that is self-explanatory and easy to use.</p> <p>2.9 Standard Ways of Working While working on a project students will be expected to use ICT efficiently, legally and safely.</p>	<ul style="list-style-type: none"> • Bullets and numbering • Case • Emboldening • Colour • Web-friendly fonts • Font sizes and styles • Headings and subheadings. <p>Students will allow users to access content you will learn how to create interactive components, including:</p> <ul style="list-style-type: none"> • Navigation bars • Hotspots • Hyperlinks (internal, external, email) • Rollovers. <p>Assets need to be carefully prepared and optimised to ensure that pages are not slow to load.</p> <p>1.8 Coding Students will learn how to make simple changes to the code, for example to change the colour of a heading or position of an image.</p> <p>Students will learn to understand and use hexadecimal colour codes/RGB values.</p> <p>1.9 Testing Students will understand how to complete:</p> <ul style="list-style-type: none"> • Systematic functionality • Usability testing <p>1.11 Evaluation Students will reflect on the success of a product and review:</p> <ul style="list-style-type: none"> • Audience and purpose • Client requirements 			<ul style="list-style-type: none"> • Line spacing • Bullets and numbering • Case • Emboldening • Colour • Web-friendly fonts • Font sizes and styles • Headings and subheadings. <p>Students will allow users to access content you will learn how to create interactive components, including:</p> <ul style="list-style-type: none"> • Navigation bars • Hotspots • Hyperlinks (internal, external, email) • Rollovers. <p>Assets need to be carefully prepared and optimised to ensure that pages are not slow to load.</p> <p>1.8 Coding Students will learn how to make simple changes to the code, for example to change the colour of a heading or position of an image.</p> <p>Students will learn to understand and use hexadecimal colour codes/RGB values.</p> <p>1.9 Testing Students will understand how to complete:</p> <ul style="list-style-type: none"> • Systematic functionality • Usability testing <ul style="list-style-type: none"> ◦ Evaluation <p>Students will reflect on the success of a product and review:</p> <ul style="list-style-type: none"> • Audience and purpose • Client requirements 	<p>2.7 Product Review Students will learn how to undertake a review of their products once they are completed. This will include::</p> <ul style="list-style-type: none"> • How well they work • How easy they are to use. • Consider feedback from end reviewers • Make valid suggestions for further improvement of the final products. <p>2.8 Presenting multimedia products in an e-portfolio Students will learn about what an e-portfolio is and how it is used to create an interactive showcase for their achievements in a way that is self-explanatory and easy to use.</p> <p>2.9 Standard Ways of Working While working on a project students will be expected to use ICT efficiently, legally and safely.</p>
	<p><i>Understanding</i></p> <p>2.1 Research a range of multimedia products 2.2 Produce a set of detailed design documents 2.3 Gather, source and edit a set of assets 2.4 Create a range of multimedia products 2.5 Gather relevant feedback and test products</p>	<p>1.1 Create a web product for a specified audience and purpose. 1.2 Identify key requests from a client brief. 1.3 Decide how a site is structured, meeting client's needs. 1.4 Create a consistent layout and design, including</p>	<p>Recap Unit 1 Skills: Unit 1: 1.1 to 1.10 Unit 2: 2.1 to 2.9</p>	<p>Recap Unit 1 Skills: Unit 1: 1.1 to 1.10 Unit 2: 2.1 to 2.9</p>		<p>2.1 Research a range of multimedia products 2.2 Produce a set of detailed design documents 2.3 Gather, source and edit a set of assets 2.4 Create a range of multimedia products 2.5 Gather relevant feedback and test products</p>

CAM Curriculum Overview

Year Group 11		Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
		2.6 Export digital products in appropriate formats 2.7 Review the multimedia products you have produced 2.8 Create an e-portfolio to showcase digital products 2.9 Follow standard working practices within ICT	the ability to apply the template consistently. 1.5 Use knowledge of composition and page design to create a web product that meets client requirements. 1.7 Decide on content to include, what it should look like and where it should go. 1.8 Code a required element as specified in the client brief 1.9 Test the web product to ensure that it is fully functional and meets all requirement needs. 1.10 Evaluate the web product you have produced.				2.6 Export digital products in appropriate formats 2.7 Review the multimedia products you have produced 2.8 Create an e-portfolio to showcase digital products 2.9 Follow standard working practices within ICT
	<i>Skills</i>	Internally Assessed CA	Mock Digital Exam External Digital Exam	Mock Digital Exam Internally Assessed CA	Mock Digital Exam Internally Assessed CA	External Digital Exam Externally Assessed CA	Internally Assessed CA
	<i>Assessment</i>	Unit 2: Creative Multimedia – Splash Out 2.1 Investigating Multimedia Products 2.2 Designing Multimedia Products 2.3 Collecting and Creating Digital Assets 2.4 Developing Multimedia Products 2.5 Prototyping and Testing 2.6 Distribution 2.7 Product Review 2.8 Presenting multimedia products in an e-portfolio 2.9 Standard Ways of Working	Unit 1: Developing Web Products <ul style="list-style-type: none"> ○ Audience and Purpose ○ Client Briefs and the Project Life Cycle ○ Site Structure ○ Consistency ○ Composition and Page Design ○ Accessibility ○ Content Selection and Preparation ○ Coding ○ Testing ○ Evaluation 	Unit 2: Creative Multimedia – Splash Out / Unit 1: Developing Web Products	Unit 2: Creative Multimedia – Splash Out / Unit 1: Developing Web Products	Unit 1: Developing Web Products <ul style="list-style-type: none"> ○ Audience and Purpose ○ Client Briefs and the Project Life Cycle ○ Site Structure ○ Consistency ○ Composition and Page Design ○ Accessibility ○ Content Selection and Preparation ○ Coding ○ Testing ○ Evaluation 	Unit 2: Creative Multimedia – Splash Out 2.1 Investigating Multimedia Products 2.2 Designing Multimedia Products 2.3 Collecting and Creating Digital Assets 2.4 Developing Multimedia Products 2.5 Prototyping and Testing 2.6 Distribution 2.7 Product Review 2.8 Presenting multimedia products in an e-portfolio 2.9 Standard Ways of Working
Technology (Catering)	<i>Knowledge</i>	<ul style="list-style-type: none"> • Controlled assessment 2 • Research 	<ul style="list-style-type: none"> • Research • Reasons for choice • Cooking methods and skills 	<ul style="list-style-type: none"> • Reasons for choice • Time plan • Customer acceptability 	<ul style="list-style-type: none"> • Customer acceptability • Nutrition • Costing of dishes 	<ul style="list-style-type: none"> • Short and extended exam questions • Recap of all subject areas 	<ul style="list-style-type: none"> • Short and extended exam questions • Recap of all subject areas
	<i>Understanding</i>	<ul style="list-style-type: none"> • Types of research / cultures 	<ul style="list-style-type: none"> • Suitability of dishes 	<ul style="list-style-type: none"> • Suitability of dishes • Dovetailing of dishes 	<ul style="list-style-type: none"> • Are the dishes acceptable for the task / reasons 	<ul style="list-style-type: none"> • How to break down exam criteria 	<ul style="list-style-type: none"> • How to break down exam criteria
	<i>Skills</i>	<ul style="list-style-type: none"> • Research skills • Relevant research • Trialling dishes 	<ul style="list-style-type: none"> • Trialling of dishes • Dovetailing • Appropriate reasons for choice 	<ul style="list-style-type: none"> • Trialling of dishes • Dovetailing • Appropriate reasons for choice • Practical exam • Evaluation of dishes 	<ul style="list-style-type: none"> • Evaluation of dishes • Costing of dishes 	<ul style="list-style-type: none"> • To be able to answer questions on a range of topics worth up to 12 marks 	<ul style="list-style-type: none"> • To be able to answer questions on a range of topics worth up to 12 marks
	<i>Assessment</i>	Exam style assessment CA 2 criteria	Exam style assessment CA 2 criteria	Exam style assessment CA 2 criteria	Exam style assessment CA 2 criteria	Exam style assessment CA 2 criteria	Exam style assessment

CAM Curriculum Overview

Year Group 11		Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Technology (Product Design)	<i>Knowledge</i>	Retro design Robyn Day's work design section one and Controlled Assessment requirements.	Designing and design movements. Printing techniques. Health and safety legislation.	Design section A Evolution of design. Inclusive and exclusive design. Materials, including card production.	Manufacturing section of the exam paper.	Revision	
	<i>Understanding</i>	Using a variety of materials including Styrofoam. Designing a product for a given target market.	How to create and join a circuit. How to fault find. Cutting and joining materials.	How to finish a product. How to apply vinyl stickers. Quality assurance and control.	How to batch produce products in a production line.	Revision	
	<i>Skills</i>	Safety during practical lessons. Development of practical skills. Understanding of materials. Modelling and development.	Safety during practical lessons. Development of practical skills. Soldering and fault finding. Operations of the laser cutter.	Development of practical skills Using a sublimation and 3D printer.	Development of practical skills. Quality assurance and control of practical work. How to organise a production line.	Revision techniques.	
	<i>Assessment</i>	Exam style questions Practical skills, mock exam and controlled assessment.	Exam style questions Practical skills and controlled assessment.	Exam style questions. Practical skills mock exam and controlled assessment.	Mock Exam and controlled assessment.	Mock Exam and controlled assessment.	

CAM Curriculum Overview

Year Group 11		Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
PE	<i>Knowledge</i>	<ul style="list-style-type: none"> Coursework 	<ul style="list-style-type: none"> Health Fitness & well-being 	<ul style="list-style-type: none"> Recap of Key topics and 1 practical session a week 	<ul style="list-style-type: none"> Recap of topic areas for paper 2 Revision of all areas. 	<ul style="list-style-type: none"> Revision of both papers – 1 lesson for each paper. 	<ul style="list-style-type: none"> Coursework
	<i>Understanding</i>	<ul style="list-style-type: none"> Produce an action plan (not to be implemented) to improve an aspect of the performance of the performer being analysed in the chosen activity. (4-5 hours) The plan must include:- Which skill or component of fitness you are improving. Justifications for the skill or component of fitness you have chosen to improve. Drills and practises to show how you intend to improve the skill or component of fitness chosen, including: risk assessment, coaching points, principles of training and SMART goal setting. Relevant understanding of the element chosen to improve 	<ul style="list-style-type: none"> Feedback – intrinsic, extrinsic, knowledge of performance, knowledge of results, positive & negative. Definition of health, fitness and well-being. Health benefits of physical activity and sedentary lifestyle:- physical, social and emotional Respond to data about health, fitness and well-being. Diet and nutrition – balanced diet. The effect of diet and hydration on energy use in physical activity. Apply practical examples from physical activity and sport in diet and hydration. 	<p><u>Exam paper 1 – Applied Anatomy & Physiology REVISION & RECAP OF ALL TOPIC AREAS – see year 9 & 10 medium term plan</u></p> <p><u>Focused revision on extended response answers.</u></p> <ul style="list-style-type: none"> Skeletal system Muscular system Movement analysis Cardiovascular system Respiratory system Components of fitness Principles of training 1 x practical lesson a week. 	<ul style="list-style-type: none"> Exam papers to be completed. Revision of topic areas for paper 1 & paper 2. Focused revision of extended answers All topic areas to be covered where students are not showing the required level of progress. 	<ul style="list-style-type: none"> Focused revision on student's weaknesses. 1 lesson focused on paper 1 and 1 exam paper focused on paper 2. 	<ul style="list-style-type: none"> Produce an action plan (not to be implemented) to improve an aspect of the performance of the performer being analysed in the chosen activity. (4-5 hours) The plan must include:- Which skill or component of fitness you are improving. Justifications for the skill or component of fitness you have chosen to improve. Drills and practises to show how you intend to improve the skill or component of fitness chosen, including: risk assessment, coaching points, principles of training and SMART goal setting. Relevant understanding of the element chosen to improve
	<i>Skills</i>	<ul style="list-style-type: none"> Working individually on their action plan. 	<ul style="list-style-type: none"> Understanding the reasons and requirements for a healthy, active lifestyle. 	<ul style="list-style-type: none"> Recall of key definitions and related to practical examples 	<ul style="list-style-type: none"> Recall of key definitions and related to practical examples 	<ul style="list-style-type: none"> Recall of key definitions and related to practical examples 	<ul style="list-style-type: none"> Working individually on their action plan.
	<i>Assessment</i>	Personal Exercise Programme (PEP) to be handed in and marked.	Analysis of Performance (AOP) assessment	Analysis of Performance (AOP) assessment	End of unit exam & practical assessment throughout.		Personal Exercise Programme (PEP) to be handed in and marked.
Drama	<i>Knowledge</i>	Practical	Practical	Introduction to Scripted plays:	Scripted plays:	Theory	<u>N/A – Course completed</u>
	<i>Understanding</i> <i>Skills</i>	<p>Students will explore a selection of the stimulus given to them by the exam board.</p> <p>They will explore how to link the stimuli to the world around them.</p> <p>They will show understanding of key practitioners, style, conventions and theorists in their performance</p> <p>Theory</p>	<p>They will show understanding of key practitioners, style, conventions and theorists in their performance</p> <p>Students will continue to develop their work using prior knowledge and understanding of drama skills and techniques.</p> <p>Theory</p>	<p>Students will begin to explore their chosen play:</p> <ul style="list-style-type: none"> DNA Two Bouncers and Shakers EAL: Room 13 <p>Students explore:</p> <ul style="list-style-type: none"> Plot Character Context Staging 	<p>Students will begin to explore their chosen play:</p> <ul style="list-style-type: none"> DNA Two Bouncers and Shakers EAL: Room 13 <p>Students explore:</p> <ul style="list-style-type: none"> Plot Character Context Staging Semiotics – Costume, props, set and staging. 	<p>Component 04</p> <p>Students revisit their theory work in preparation for their component 04 exam:</p> <p><u>Responding to plays</u></p> <p><u>Blood Brothers and Live performance</u></p> <p>Staging</p> <p>Character</p> <p>Director interpretation</p> <p>Characterisation</p> <p>Impact of the character</p> <p>Social and historical context</p> <p>Stage directions</p>	

CAM Curriculum Overview

Year Group 11		Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
		<p><u>Students will focus on Section B of the exam paper. Following watching a live theatre performance.</u> Based on a live performance they have seen Students will look at SLAM CAP TIE: (S) set staging structure sound (L) Lighting and LFX (A) Audience (M) Make up and Multimedia (C) Costume and Character (A) Atmosphere and Acting Style (P) Props (T) Techniques and Transitions (I) Impact (E) Evidence and examples</p>	<p>performance work showing the link and progress of their creation. They will explore how their work has changed and developed over the rehearsal period.</p>	<ul style="list-style-type: none"> Semiotics – Costume, props, set and staging. <p><u>Theory</u> Students will look use their 1 hour of theory a week to create a logbook to co-inside with their understanding of their written work. They will explore how their work has changed and developed over the rehearsal period.</p>	<p><u>Theory</u> Component 04 Students revisit their theory work in preparation for their component 04 exam: <u>Responding to plays</u> <u>Blood Brothers and Live performance</u> Staging Character Director interpretation Characterisation Impact of the character Social and historical context Stage directions</p>		
	<i>Assessment</i>	<p><u>Component 01/02 - Devising performance</u> <u>Component 04 – Responding to plays</u></p>	<p><u>Component 01/02 – Devising plays and portfolio</u></p>	<p><u>Component 03 – Scripted plays and Portfolio</u></p>	<p><u>Component 04 – Responding to plays</u></p>	<p><u>Component 04 – Responding to plays</u></p>	
Child Development	<i>Knowledge</i>	<p>Types of family.</p> <ul style="list-style-type: none"> Functions and responsibilities. Roles of the family. Relationships. Disability. Support for the family and the child. 	<p>Food and health.</p> <ul style="list-style-type: none"> Special Dietary Needs Food Safety Dietary Aims and Goals Principles of a Healthy Diet 	<p>Pregnancy.</p> <ul style="list-style-type: none"> Preparation for Pregnancy Foetal Development Ante-natal Care Birth of the Baby Post-natal Care 	<p>Physical development.</p> <ul style="list-style-type: none"> Stages of Physical Development. Factors affecting Physical Development. 	<p>Intellectual development.</p> <ul style="list-style-type: none"> Stages of Intellectual Development. Learning Aids. Learning Through Play. Types of Play. Factors affecting Learning. 	<p>Social and emotional development.</p> <ul style="list-style-type: none"> Stages of Social Development. Factors affecting Social Development. Stages of Emotional Development. Factors affecting Emotional Development.
	<i>Understanding</i>	<p>Students will be able to: Define the different types of families Define the functions and responsibilities of the family in a multi-cultural society. Identify and</p>	<p>Students will be able to: Consider current government nutritional advice and its role in the formation of good eating habits and its relationship to good health.</p>	<p>Students will be able to: Recognise the importance of pre-planned parenthood and pre-conceptual care including food choice.</p>	<p>Students will be able to: Describe general patterns of growth and development. Identify the gross and fine motor skills within recognised milestones.</p>	<p>Students will be able to: Describe the general patterns of intellectual development. Identify the recognised milestones of development</p>	<p>Students will be able to: Describe the general patterns of social development. Identify the recognised milestones of development in relation to social play.</p>

CAM Curriculum Overview

Year Group 11	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
	<p>evaluate roles within the family/home environment and society and recognise cultural variation. Identify and differentiate between relationships encountered during adolescence. Recognise the pressures on the family and assess their effects on the family and the child including the possible effects of the breakdown of the family. Identify and understand the requirements of children with special needs and analyse the effects on the family. Identify and recognise the importance of the main early years services that provide health-screening Identify and describe the main voluntary agencies which provide support for children and their families Recognise the support offered by legislation in relation to the child.</p>	<p>Identify the nutrients present in food that constitute a varied and balanced diet for babies, and young children and related cost. Recognise, analyse and evaluate the importance of sound nutritional practice throughout pregnancy, infancy (breast/bottle feeding), weaning and early childhood. Understand and apply variation in response to special dietary needs. Identify the most common causes of food poisoning and describe how these occur. State and explain the importance and application of hygienic practices in food preparation within the home.</p>	<p>Describe foetal development from conception to birth. Identify and explain the factors affecting foetal development. Define the term ante-natal care and discuss and evaluate its importance in relation to the unborn child and its mother. Consider the factors affecting choice for the birth of the baby. Consider and assess how recent developments in technology have affected choice for the birth of the baby. Describe methods of monitoring and Identify the stages of labour and methods of delivery. Assess the involvement of father/partner at birth. Identify the needs of premature babies. Define the term post-natal care and appreciate its importance in relation to the development of the child and care of the mother.</p>	<p>Explain the provisions and conditions required for the general healthcare of the child. Evaluate the importance of safety in the child's environment and identify technological developments in product design in relation to safety. Describe the treatment of simple accidents and their prevention. Recognise and assess the importance of immunisation/vaccination programmes.</p>	<p>relating to speech, language and number. Recognise and evaluate the need for the selective use of learning aids. Recognise the relationship between learning and play List and describe different types of play. Assess the value of play in the development of language and mathematical understanding. Identify and evaluate the influence of the home and pre-school environment on a child's language and intellectual development.</p>	<p>Identify and evaluate the influence of the home and pre-school environment on a child's social development. Identify the recognised milestones of development in relation to bonding, love, affection, happiness, fear, hatred, anger and jealousy. Recognise the importance of the role and influence of parent, adult/child interaction on emotional development. Identify and assess the effects of stress factors during infancy within the child's environment, e.g. birth of a sibling, death of parent/pet, moving house, new nanny, starting school.</p>
	<p><i>Skills</i></p> <p>Recall, select and communicate knowledge in a range of different contexts.</p> <p>Craft pieces of writing which use accurate punctuation, sentence structures and paragraphs.</p> <p>Be able to analyse similarities and differences for a range of different topics and answer exam questions using structure.</p>	<p>Apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.</p> <p>Craft pieces of writing which use accurate punctuation, sentence structures and paragraphs.</p>	<p>Analyse and evaluate information, sources and evidence, make reasoned judgements and present conclusions.</p> <p>Craft pieces of writing which use accurate punctuation, sentence structures and paragraphs.</p> <p>Select a form and style of writing appropriate to purpose and to complexity of subject matter linked to medical terminology.</p>	<p>Legibility of text; accuracy of spelling, punctuation and grammar; clarity of meaning through extended writing.</p> <p>Craft pieces of writing which use accurate punctuation, sentence structures and paragraphs.</p>	<p>Selection of a form and style of writing appropriate to purpose and to complexity of subject matter.</p> <p>Craft pieces of writing which use accurate punctuation, sentence structures and paragraphs.</p>	<p>Organisation of information clearly and coherently; use of specialist vocabulary where appropriate</p> <p>Craft pieces of writing which use accurate punctuation, sentence structures and paragraphs.</p>
	<p><i>Assessment</i></p> <p>Formative assessment every 6 weeks.</p>	<p>Mock exam.</p> <p>Formative assessment every 6 weeks.</p>	<p>Formative assessment every 6 weeks.</p>	<p>Mock exam.</p> <p>Formative assessment every 6 weeks.</p>	<p>Formative assessment every 6 weeks.</p>	<p>Final exam.</p>

CAM Curriculum Overview

Year Group 11	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6	
	Summative assessment every two weeks through the use of self and peer assessment.	Summative assessment every two weeks through the use of self and peer assessment.	Summative assessment every two weeks through the use of self and peer assessment.	Summative assessment every two weeks through the use of self and peer assessment.	Summative assessment every two weeks through the use of self and peer assessment.		
Health and Social Care	<i>Knowledge</i>	<p>A911</p> <p>Students will research a range of different nursery scenarios and focus on one particular nursery.</p> <p>Students will spend time researching an early years setting (e.g. an organisation focusing on 0–8 years) which will be from one of the following settings; nursery, paediatric service or children’s centre.</p>	<p>A911</p> <p>Students will research a range of different nursery scenarios and focus on one particular nursery.</p> <p>Students will spend time researching an early years setting (e.g. an organisation focusing on 0–8 years) which will be from one of the following settings; nursery, paediatric service or children’s centre.</p>	<p>A912</p> <p>Students will understand the norms of development and compare these to the development of individuals in the different life stages.</p> <p>Students will need to understand how factors can influence growth and development and contribute to the development of self-concept.</p>	<p>A912</p> <p>Students will now be able to apply their knowledge and understanding From term 3 to individuals and groups from different life stages and different contexts.</p>	<p>Final exams</p> <p>Revision</p>	<p>Final exams</p>
	<i>Understanding</i>	<p>Students will be able to;</p> <ul style="list-style-type: none"> Understand how universal services are developed and targeted services meet social policy goals, such as reducing child poverty, homelessness, drug misuse in the population and transforming the lives of children and young people in care know that health authorities and local authorities assess the care needs of local populations in order to identify likely service demand in a local area know why individuals may require and seek to use health, social care and early years services Understand how services provide equality and meet the needs of a diverse cultural population. Additionally, they should be able to identify possible barriers that could 	<p>Students will be able to;</p> <ul style="list-style-type: none"> Understand the mainstream (universal) services that are offered to different client groups and the targeted services that support delivery Know who provides the services and where they are made available Know how these services are organised Understand how different services work together to meet needs. <ul style="list-style-type: none"> Promote individual rights and beliefs Maintain confidentiality with young people & care practitioners & follow the Every Child Matters agenda. Make the welfare of the child paramount Keep children safe and maintain a healthy environment Work in partnership with families and/or parents 	<p>Students will be able to answer questions surrounding the following key issues;</p> <p>Key issue: how do individuals grow and develop during each life stage?</p> <p>Key issue: what factors affect human growth and development and how can they influence an individual’s health, wellbeing and life opportunities?</p>	<p>Students will be able to answer questions surrounding the following key issues;</p> <p><i>Key issue: what factors influence the development of a person’s self-concept and what effect do relationships have on an individual’s personal development?</i></p> <p><i>Key issue: how can life events affect an individual’s personal development and what support is available to them during these times?</i></p>	<p>Revision</p>	

CAM Curriculum Overview

Year Group 11	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
	<p>prevent people from making use of the services that they need.</p> <ul style="list-style-type: none"> Know what self-referral, professional referral and third-party referral are and know about legislation that protects individuals' right to the access of services they require. Students will need to recognise that access to services can differ and that people can be referred to services through a range of methods. 	<ul style="list-style-type: none"> Make sure that children are offered a range of experiences and activities that supports all aspects of their development Value diversity Promote equal opportunity Maintain confidentiality Ensure anti-discriminatory practice Work with others Are a reflective practitioner. 				
	<p><i>Skills</i></p> <p>Students will learn how to;</p> <p>Use a surveys to be a means of gathering evidence or use questionnaires or client interviews to find out who the users are.</p>	<p>Students will learn how to;</p> <p>Examine and understand diagrams showing the national organisation of health, social care and early year's services in order to place the service they have chosen into a framework.</p> <p>Identify the relationship between different organisations within the framework.</p>	<p>Students will learn how to;</p> <p>Recognise the importance of development within all life stages.</p> <p>Use percentile charts and will be able to identify normal weight and height for a given age.</p> <p>Considering later adulthood, not to portray all older people as being eligible for a nursing home as soon as they reach sixty five!</p>	<p>Students will learn how to;</p> <p>Understand that self-concept refers to the ways in which a person sees themselves, including an understanding of the type of person individuals believe themselves to be.</p> <p>Understand that self-concept is also influenced by the views of others.</p> <p>Demonstrate that life events can place considerable stress on people and that Development is likely to be affected. They will also need to understand that different people will react in different ways to experiences and will require different types of support to help them through the changes.</p>	<p align="center">Revision</p>	
	<p><i>Assessment</i></p> <p>Students will construct questionnaires or interview questions in order to obtain relevant information.</p> <p>Students will undertake a survey in the form of observation or a questionnaire to establish the barriers that could prevent a client from accessing the service.</p> <p>Controlled assessment.</p>	<p>Students will be able to describe how a service fits into the structure as a whole.</p> <p>Students will use flow charts to help explain complex information.</p> <p>Controlled assessment.</p>	<p>Mini testing opportunities.</p> <p>Extended GCSE questions</p> <p>Mock exams</p>	<p>Mini testing opportunities.</p> <p>Extended GCSE questions</p> <p>Mock exams</p>	<p>Mini testing opportunities.</p> <p>Extended GCSE questions</p>	

CAM Curriculum Overview

Year Group 11	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6	
		Mock exams					
Sociology	<i>Knowledge</i>	Crime and deviance 1	Crime and deviance 2	Social stratification	Revision	Revision	
	<i>Understanding</i>	Measuring and defining crime in society. Factors that affect behaviour and views of crime and deviance. Applying basic concepts and theories about crime and deviance.	The criminal justice system and how it affects values within society and the perception of crime. Alternative theories and perspectives towards offenders, justice and deviance within society	Different types of social stratification and the criteria used to categorise different groups. Conflicting theories on stratification and the impact these division have upon society. How society has changed over time and the reflections found through social stratification.	All key topics from paper 1 covered Revisiting year 10 lessons, work and outcomes and addressing key concerns, information and consolidating learning.	All key topics from paper 1 covered Revisiting year 10 lessons, work and outcomes and addressing key concerns, information and consolidating learning.	Final Exam
	<i>Skills</i>	<i>Applying key terms each lesson. Assessing the usefulness of a given theory. Comparison between contemporary and historical opinion.</i>	<i>Applying key terms each lesson. Assessing the usefulness of a given theory. Comparison between contemporary and historical opinion.</i>	<i>Applying key terms each lesson. Assessing the usefulness of a given theory. Comparison between contemporary and historical opinion.</i>	<i>Applying key terms each lesson. Assessing the usefulness of a given theory. Comparison between contemporary and historical opinion.</i>	<i>Applying key terms each lesson. Assessing the usefulness of a given theory. Comparison between contemporary and historical opinion.</i>	
	<i>Assessment</i>	A group task using props and pictograms to assess student understanding of key literacy and ideas	Short exam style assessment using short answer questions to embed key exam skills	Short exam style assessment using short answer questions to embed key exam skills	Exam skills and selected questions, exercises and revision.	Exam skills and selected questions, exercises and revision	
Citizenship	<i>Knowledge</i>	Politics & Participation Devolution. How powers are organised between the Westminster Parliament and the devolved administrations. Elections and Voting – including who can and cannot vote in elections and why, voting age, and voter apathy. How public taxes are raised and spent by government locally and nationally. Voting systems – ‘First Past the Post’ and other voting systems.	Politics & Participation Devolution. How powers are organised between the Westminster Parliament and the devolved administrations. Elections and Voting – including who can and cannot vote in elections and why, voting age, and voter apathy. How public taxes are raised and spent by government locally and nationally. Voting systems – ‘First Past the Post’ and other voting systems.	Review of Modern Day Life in Britain Life in modern Britain, looks at the make-up and dynamics of contemporary society, what it means to be British, as well as the role of the media and the UK’s role on the world stage.	Review of Rights and responsibilities Rights and responsibilities, looks at the nature of laws, rights and responsibilities within the UK and has a global aspect due to the nature of international laws, treaties and agreements by which the UK abides.	Revision of Active Citizenship Taking citizenship action may be defined as a planned course of informed action to address a citizenship issue or question of concern and aimed at delivering a benefit or change for a particular community or wider society.	Revision of course <ul style="list-style-type: none"> • Modern day life in Britain • Active Citizenship • Rights and responsibilities • Politics and participation
	<i>Understanding</i>	Students will gain an understanding of the political process, the knowledge and skills necessary to understand how to resolve issues, bring about change, and how the empowered citizen is at the heart of our society.	Students will gain an understanding of the political process, the knowledge and skills necessary to understand how to resolve issues, bring about change, and how the empowered citizen is at the heart of our society..	Students will gain an understanding of what is expected of them in their GCSE final exam. Specific students will be targeted to endure maximum success.	Students will gain an understanding of what is expected of them in their GCSE final exam. Specific students will be targeted to endure maximum success.	Students will gain an understanding of what is expected of them in their GCSE final exam. Specific students will be targeted to endure maximum success.	Students will gain an understanding of what is expected of them in their GCSE final exam. Specific students will be targeted to endure maximum success.
	<i>Skills</i>	Focus on using contemporary knowledge and skills on how to form	Focus on using contemporary knowledge and skills on how to form sustained and	Focus on using contemporary knowledge and skills on how to form	Focus on using contemporary knowledge and skills on how to form sustained and	Focus on using contemporary knowledge and skills on how to form	Focus on using contemporary knowledge and skills on how to form

CAM Curriculum Overview

Year Group 11	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
	sustained and reasoned arguments, present various viewpoints and plan practical citizenship actions to benefit society. Students will also gain the ability to recognise bias, critically evaluate argument, weigh evidence and look for alternative interpretations and sources of evidence, all of which are essential skills valued by higher education and employers.	reasoned arguments, present various viewpoints and plan practical citizenship actions to benefit society. Students will also gain the ability to recognise bias, critically evaluate argument, weigh evidence and look for alternative interpretations and sources of evidence, all of which are essential skills valued by higher education and employers	sustained and reasoned arguments, present various viewpoints and plan practical citizenship actions to benefit society. Students will also gain the ability to recognise bias, critically evaluate argument, weigh evidence and look for alternative interpretations and sources of evidence, all of which are essential skills valued by higher education and employers	reasoned arguments, present various viewpoints and plan practical citizenship actions to benefit society. Students will also gain the ability to recognise bias, critically evaluate argument, weigh evidence and look for alternative interpretations and sources of evidence, all of which are essential skills valued by higher education and employers	sustained and reasoned arguments, present various viewpoints and plan practical citizenship actions to benefit society. Students will also gain the ability to recognise bias, critically evaluate argument, weigh evidence and look for alternative interpretations and sources of evidence, all of which are essential skills valued by higher education and employers	sustained and reasoned arguments, present various viewpoints and plan practical citizenship actions to benefit society. Students will also gain the ability to recognise bias, critically evaluate argument, weigh evidence and look for alternative interpretations and sources of evidence, all of which are essential skills valued by higher education and employers
	<i>Assessment</i>	End of unit assessment focusing on exam skills	End of unit assessment focusing on exam skills	End of unit assessment focusing on exam skills	End of unit assessment focusing on exam skills	End of unit assessment focusing on exam skills